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BULLETIN TO THE SCHOOLS

Season's Greetings to All

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VOLUME 44
NUMBER 4

THE UNIVERSITY OF THE STATE OF NEW YORK

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Regents of the University

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THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

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The University of the State of New York

Bulletin to the Schools

VOLUME 44 DECEMBER 1957 NUMBER 4

Regents Call for Strengthening Of State's Education Program

Special Emphasis Recommended on Science and Mathematics Curriculums To Fulfill Responsibilities Effectively

Following is a statement by the Board of Regents approved and adopted unanimously at its meeting in Albany, November 21, 1957, and addressed to educators, students and the people of New York State.

THE REGENTS OF THE UNIVERSITY OF the State of New York have carefully considered the impact upon American life and our free institutions of the recent developments in science and technology and of those likely to follow in the near future. We have taken cognizance of the statements by the President of the United States, government officials, leading scientists, educators and other responsible citizens relative to the current concern about the progress of science and technology in America and the responsibility which falls upon our schools and colleges.

We reaffirm our faith in the American system of education in which the determination of education standards and the control of our educational institutions rests with the State and local agencies. We believe that this system with its democratic goals of equality of educational opportunity, freedom of choice for all youth, and based on our heritage of moral and spiritual values, constitutes democracy's most effective weapon for combating the military threat posed by the scientific and ideological challenges of the Soviet Union and its satellite nations.

The Regents are proud of the schools and colleges of New York State and of the contribution they have made and continue to make to the defense of our country and to the preservation and strengthening of democratic government. In times of national emergency they have demonstrated their ability to rise to the occasion and to meet whatever demands are placed upon them.

Today the special demands of an accelerated pace in scientific developments are providing a new challenge to our schools and colleges. We are confident that the schools can and will be equal to this challenge.

In this period of increased concern for the Nation's progress in science and technology, the Regents are aware of their

responsibility for seeing that the vast educational resources of the State are used to the best advantage.

We have requested the Commissioner of Education and the State Education Department to evaluate the State's program in the teaching of science and mathematics and to give all possible assistance to local education officials in sharpening instruction in these fields. In this regard the Commissioner of Education has called a series of meetings with leading scientists, engineers and educators who will consider with him how education in New York State can best meet the challenge of the day. As a result of these meetings and further study by the Commissioner of Education, the Regents will issue from time to time further statements containing specific recommendations.

TO ENABLE BOARDS OF EDUCATION, school and college authorities and their faculties to fulfill more fully and effectively their responsibilities in this period, we call for the following actions:

1. Each school and institution of higher learning should *examine its curriculum,* equipment, standards and methods of teaching *in science and mathematics* and take necessary steps to strengthen and adapt them for the stern requirements of the day.

   In this connection, the State Education Department has recently prepared and distributed to the elementary and secondary schools new syllabus materials and revised teaching aids in science and mathematics. Others are being developed and will soon be available. It is urged that school authorities and their staffs familiarize themselves with these materials and see that they are appropriately used in the schools.

2. Although public attention is most sharply focused at the present time on science and mathematics, we strongly urge that *equal attention be given to* improving the teaching of the other basic studies and activities required for *a well-balanced education.* The defense of our democratic society lies in a citizenry whose members have attained an emotional and intellectual balance, high standards of moral and spiritual values and the ability to make intelligent decisions as individuals and as a group.

3. Increased emphasis should be given to the use of *examination and testing programs,* particularly those designed *to discover* the special *aptitudes* and *talents* of each student. Secondary schools are urged to encourage all students capable of doing so to take Regents Examinations in science and mathematics and in all other basic fields of study.

   Suggested testing programs for elementary and secondary schools and consultative services on testing procedures are available from the State Education Department.

4. All schools and colleges are urged to strengthen their *guidance and counseling services* so as to provide adequate assistance to each student in making his educational and vocational choices to the end that his capabilities may be realized to the fullest degree possible.

5. *All teachers are called upon* to be especially alert to their responsibilities and opportunities for identifying talent and ability and for motivating and encouraging their full development.

In view of the shortage of teachers and the rapidly expanding knowledge in the fields of science and technology, it is essential that teachers of science have adequate opportunity to keep abreast of new developments in this field. The Regents recommend that special *inservice training programs* be extended throughout New York State *in the field of science* with the assistance and cooperation of college and university faculties and scientists in industry. The staff of the State Education Department will make available its facilities and services in formulating these programs.

6. School authorities are urged to explore and experiment with all practical ways of enabling gifted youth to accelerate and enrich their education, through greater utilization of school facilities, longer school days, summer sessions and other special plans.

TO ENSURE THAT EDUCATION HAS strength equal to its task, *we call upon leaders* in government, industry, agriculture, labor and upon *each individual citizen* to give support and understanding to the schools, colleges and universities which make up our total educational resources. The ultimate responsibility for the welfare of education rests with the citizens of the State. The greater efforts needed to meet not only the special demands of this period but the constantly increasing demands of an increasingly complex world require ever greater support and understanding from the public.

IN NEW YORK STATE A TREMENDOUS INvestment is made in education — billions of dollars, the time, talent and devotion of hundreds of thousands of people — all with the aim of providing for the young people of the State the opportunity to acquire the best possible education, and thus to preserve and strengthen our way of life.

But the mere provision of opportunity is not enough. If the investment is to bring dividends, the students for whom opportunity is provided must grasp it and make the most of it. These days which demand an ever greater investment of time, effort and money in our schools and colleges also demand an ever greater effort on the part of students. Therefore, the Regents *call upon each student* to recognize his responsibility for greater effort, to work to the full measure of his capacity and to develop his abilities and talents to the highest possible level. By doing so, he not only serves himself, but his country.

Finally, as we call upon the educational forces, the people and the students to put forth an extra effort, so do we, the Regents, pledge ourselves to greater efforts in the cause of good education and in the service of the people and the youth of our great State.

Safety Congress

"Back the Attack on Accidents" was the core of the program of the 45th National Safety Congress held in Chicago, Ill., October 20–25. Fire safety, safety for school personnel, prevention of accidents on the farm and in the home as well as civil defense procedures were among the topics discussed at the safety education supervisors and school and college sessions. Mary B. Rappaport, associate in health and safety education, was the representative for the State Education Department at this conference.

Dr. Allen Urges Seeking, Imparting Truth

School Boards Association Hears Commissioner Discuss Fundamental Responsibility of All for Future

"THE TRUTH, THE FUTURE AND OUR RESponsibility" was the topic of Commissioner Allen's address at the annual meeting of the New York State School Boards Association at Syracuse on October 28.

"Our fundamental responsibility," he declared, "is to seek the truth, to communicate, impart and spread the truth so that all of us, school board members, administrators, the public, may work together to build soundly for the future."

The Commissioner continued, in part:

The responsibility for seeking truth obliges us to understand as fully and as comprehensively as possible the facts about our schools as they now are and to look ahead to what our schools may and should be in years to come. Action taken now will be sound only to the degree that it reflects an astute awareness of the lessons of the past, a discerning appreciation of the conditions of the present and a shrewd conjecture about the needs of the future.

In our faster-moving world, it is becoming ever more difficult to be shrewd and sagacious in our conjecture about the future and the problems it will bring. Change now comes so quickly that there is not sufficient time for the thorough assimilation and assessment of past and present developments which is necessary for a clear-sighted forecast of the future. . . .

The pace of change is constantly accelerating. The recent launching of the Sputnik is dramatic evidence of this. But the bright streak of this manmade moon across the sky is only the first timid trail-blazing of fantastic things to come. . . .

But difficult though it may be, adapt to change we must, and it is a vital part of our responsibility to find time harassed as we are by current problems, for the far, far ahead look. . . .

The New York State schools in 1982 are expected to have 1,000,000 more students than today's schools. These students will require 45,000 more teachers and other professional workers than we have today. There will be over twice as many high school graduates — at least 280,000. Today's number of 200,000 full-time New York State resident students in New York State colleges will be at least tripled to 600,000. To public school costs which have already in 1957 reached $1\frac{1}{3}$ billion will be added $1.2 billion more which will make 1982's total exceed $2\frac{1}{2}$ billion. . . .

The decisions made about our current problems and those of the more immediate future must reflect a consideration of these probabilities and possibilities. . . .

Achievements Insufficient

For these immediate years public school enrollments continue to climb at the rate of 100,000 students a year. To provide for these additional students our school districts are adding an average of 4,500 teachers each year. To meet increased enrollment, to eliminate substandard quarters and curtailed sessions and to replace superannuated buildings, our school districts are building about 5,300 classrooms each year.

This is a remarkable achievement but unfortunately it is not remarkable enough. For every 100 fully certified teachers employed, 11 have to be employed whose preparation and qualifications are below standard. In spite of the new classrooms being built, school districts for the State as a whole are able to reduce very little the number of students accommodated by double sessions or substandard facilities. At present there are more than 83,000 students reported to be on curtailed sessions.

Although the enrollments in our teacher-training institutions are rising at a rapid rate, and although additional classrooms are being constructed in unprecedented numbers, there is little hope for balancing supply with demand in either category for many years to come.

Rising enrollments, shortage of personnel and facilities, inflation and the demands for more and better education are all combining to make heavy increases in educational costs and sharp rises in tax rates.

The average expenditure per pupil for current operating purposes is presently rising at the rate of $30 a year. If this rate of increase continues — indeed, it is likely to become larger — the total operating cost of our public schools for 1962 (five years from now) will be better than $1.7 billion or $400 million more than for 1957–58.

Unless steps are taken to relieve the present tax load on property, and assuming the State continues to pay its present proportion, real estate taxes for school purposes will have to yield $240 million more than such taxes now yield. In other words, a one-third increase in local tax rates will not be unusual. The increase may, indeed, have to be much larger in many communities.

These estimates of increased expenditure and higher property tax rates assume no significant advance in educational quality. If a higher educational return is to be obtained from our schools, it will not be obtained in full measure unless a higher proportion of our financial effort as a people is devoted to this objective.

Higher Education Problems

While we continue to struggle with the large and complex problems of an expanding elementary and secondary school program, a whole new set of educational problems is rapidly consuming a larger part of our time and attention. I refer to the problems of higher education.

For every high school graduate now seeking admission to an institution of higher education, it is estimated that two will be seeking admission by 1970. It is also estimated that at least $125 million will be required to provide the additional plant facilities needed by higher education institutions to care for this increased enrollment.

In addition, the average annual expenditure required by our colleges and universities, public and private, to educate the number of students expected by 1970 is estimated to be $450 million. Tuition currently provides about one-half the cost of instruction in institutions of higher learning. If we might presume that per student cost will remain constant, the operating costs of higher education will rise $100 million beyond what additional student fees will be able to pay for.

Thus, higher education in this State will have to look to gifts, endowments and tax funds to provide annually $100 million more than is now provided. The likelihood is that the major share of this additional cost will fall on tax funds. However, one looks at it, a larger proportion of the total tax bill for education will have to be devoted to the needs of higher education in the years ahead. . . .

Hopeful Signs

There are many hopeful signs and promising developments in New York State which indicate an increasing concern about essentials. I would like to report to you briefly on some of these developments and suggest other things which need to be considered for assuring the wise and orderly progress of our education system.

Improvement of Instruction. Good instruction is the basic essential of any good school system. The improvement of instruction should be the number one target of all our efforts — State and local.

The State Education Department is concentrating special efforts this year upon classroom instruction. Three two-day regional workshops have been scheduled for school administrators and supervisory personnel at which attention will be focused on problems of instruction and ways in which classroom teaching can be improved.

All school superintendents, principals and instructional supervisors have been invited to attend. I hope you will give your support to these workshops and to the programs for instructional improvement which I trust will grow out of them.

New Curriculum Developments. Other steps being taken by the Department to improve the quality of classroom instruction include the development of new curriculum materials. Activity in this field is carried on at a quickening pace by our Curriculum Bureaus. Following are a few examples of curriculum developments:

1. **A new syllabus in elementary school science is being prepared and will be available to the schools before the beginning of the next school year.**

2. A new series of high school courses in mathematics has been completed with the exception of the 12th year course which is still in experimental form.
3. New resource bulletins for junior high school science teachers have been issued to supplement the new science syllabus materials for grades 7, 8 and 9. These bulletins are designed to improve the teaching of science for those students unable to profit from the more abstract college preparatory courses.
4. Also completed and soon to appear as a new satellite on the curriculum horizon is a timely bulletin for science teachers entitled *Exploring Space*.
5. A new testing handbook in the field of physical fitness is now in press and will soon be distributed to the schools.
6. New curriculum brochures are also being prepared in the fields of the Middle and Far East, economic education, speech and other important subjects.
7. A new publication of special interest dealing with the subject of education of the gifted will soon be available. This bulletin outlines significant practices helpful in teaching students of unusual talents who show promise of becoming leaders in our democracy.

These and other developments in curriculum work, carried out with the cooperation of the schools of the State are receiving national acclaim. I hope you will acquaint yourselves with them.

While speaking of the curriculum, I wish to report another important development. In recent years considerable alarm has been expressed, rightly so, over the low percentage of students studying science in the high schools of the Nation. While the figures for New York State have never been as low as those reported on a nationwide basis, I am happy to note a recent surge upward in the study of science in this State. This is evidenced by a comparison of the total number of science papers written in the Regents examinations with the increase in enrollment. While the secondary school enrollment was increasing 13 percent between 1954 and 1957, the number of Regents examination papers written in the science field increased 33 percent, or at a rate $2\frac{1}{2}$ times faster than the increase in enrollment.

Teacher Education and Certification. Of even greater importance to the improvement of instruction in our schools than better teaching materials is the quality of teacher education. The Department is undertaking this year a major study related to the preparation of academic secondary school teachers.

This project will involve a thorough appraisal of the effects of the new certification standards and of the teacher education programs now in force in our institutions preparing secondary school teachers. The objective is to determine what should in these days constitute the minimum preparation essential for producing a well-educated and effective teacher and how this preparation can be best achieved. . . .

District Reorganization. Two years ago the Legislature authorized the Commissioner of Education to bring up to date the Master Plan for reorganizing the school districts of the State. I appointed a representative committee to work with the Department in this revision. Recently the committee completed its tentative recommendations and at the present time open hearings are being conducted throughout the State to give all interested persons an opportunity to be informed about and to react to the revised plan. . . .

I want to emphasize that the new Master Plan represents, just as did the Rapp Plan, a guide for State actions — not a mandate for action. . . .

Higher Education. During the past year the Board of Regents issued two important reports on higher education; one entitled *Meeting the Needs for Higher Education in New York State*, and the other *Regents Position on Additional Higher Educational Facilities on Long Island*. In those reports the Regents stated the "two-year comprehensive community colleges, characterized by low cost to the student, geographical availability and direct responsiveness to community needs, offering both transfer and technical-terminal programs, are the best single means of accommodating the future demands for higher education in our State."

Today there are 11 community colleges in operation. In September 1958 three more are planning to open: in Corning, Poughkeepsie and the Bronx. Plans are under way in several other sections of the State for the establishment of such institutions. . . .

The Meaning of Economy

Defined by Commissioner Allen in his address to the New York State School Boards Association

TO ECONOMIZE IS TO USE TO THE BEST ADVANTAGE. THUS, IT MUST CONstantly be emphasized that economy in education means not retrenchment in expenditures, but the most advantageous use of the funds available.

Economy in our schools does not mean that less money is needed. We all know that far greater expenditures are essential if our schools are to maintain and advance quality.

True economy in education is first, the provision of sufficient funds to ensure quality, and second, the careful, prudent use of those funds for those things and in those ways which contribute most to quality.

Finance. Of great concern to all educators and taxpayers alike as we face the future in education is the problem of finance. It is obvious to all that much more money is needed and will be needed to keep up with expanding enrollments, rising costs and to provide adequate support for public education.

During the past year the Department has been engaged in a series of studies related to present State aid laws and fiscal policies. Recently we have moved to strengthen our efforts in this regard by establishing in the Research Division a new section devoted to educational finance.

Among the pressing fiscal topics being studied are: a new transportation reimbursement formula that will achieve greater simplicity and increased equity in the treatment of all school districts; present policies for the financing of school buildings and how they may be adjusted to the heavier burden of construction costs; adjustments in the formula to provide better for the needs of fast-growing districts, and a study of certain special fiscal problems facing large school districts and those in cities.

Among matters being studied on a long-range basis are: the character and trend of school expenditures, the potentialities of broadening the local tax base, general State aid needs and other factors pertaining to the support of public education.

Underlying all of our studies in fiscal policy is this one fundamental concern: How can the formulas and laws pertaining to school support be adjusted to yield the maximum educational return for the tax dollar? We know that money alone cannot bring about better schools. We must find out how to make the wisest use of the funds available. . . .

Quality Measurement Project. One of the Department's major projects which is expected to be of assistance to you in making the most advantageous use of available funds is the Quality Measurement Project about which I spoke to you last year. We have received a research grant from the Federal Government of over $100,000 for carrying out this study. A competent staff has been recruited and more than 100 school systems have been selected to cooperate. By next fall I hope that some of the promising findings in this study will be available to you. . . .

Whatever phase of educational activity is considered or from whatever vantage point education's problems of today and of the future are viewed, it is clear that our responsibility is a sobering one. The present task is enormous; the immediate future will magnify its proportions, and 25 or 50 years hence it will be gigantic in size.

NEW SECONDARY SCHOOL PRINCIPALS confer with State Education Department staff at the annual Beginning Principals Conference sponsored by the Division of Secondary Education and held at the Education Building at Albany early in November.

Study Reveals How Colleges Cooperate

As MANY AS 136 OF THE 157 COLLEGES and universities in New York State are now engaging in cooperative relationships and projects with other schools, a summary report of a six-month study of such work discloses. But the State Education Department report also indicates vast areas of further opportunity to help solve present problems of rising costs, expanding enrollments and teaching shortages.

In releasing a report of the project, financed by a grant of $10,000 from the Rockefeller Foundation, Commissioner Allen stated that the study is the fourth of a series dealing with problems of higher education in an area of transition and crisis. The present study surveyed the areas and advantages of various types of cooperation among universities and colleges.

Dr. Allen pointed out the surprisingly large number of both formal and informal cooperative relationships already existing in both public and private colleges of the State and added: "Voluntary cooperation among institutions of higher education represents one highly promising method of achieving more effective utilization of the resources of our higher institutions, and as such represents a significant and fruitful method of meeting the pressures for expanded and improved educational opportunities for the youth of our State."

The study was conducted by Dr. Merton W. Ertell, who served while on leave from his position as assistant vice chancellor of the University of Buffalo.

The Education Department was assisted in the project by an advisory committee, which included Dr. John C. Adams, president of Hofstra College; Dr. Alan W. Brown, past president of Association of Colleges and Universities of the State of New York and now president of the Metropolitan Educational Television Association; Dr. William S. Carlson, president of State University of New York; Dr. Robert W. McEwen, president of Hamilton College; Rev. Laurence J. McGinley, S. J., president of Fordham University and current president of the Association of Colleges and Universities of the State of New York; Dr. Carroll V. Newsom, president of New York University, and Dr. Claude E. Puffer, vice chancellor of the University of Buffalo.

The printed report, titled *Interinstitutional Cooperation in Higher Education: A Study of Experiences with Reference to New York State*, contains 118 pages.

FROM NIGERIA came these government officials to study the education program of New York as part of their general survey of local government activities in the United States. Left to right: Mallam Yusufu Maitama Sule, member of the Nigerian Federal Parliament; Chief Ishaya Andrew of Jaba, who has under his supervision 40,000 people; Mallam Muhammadu Aminu, district head of Sabon Zaria, regarded as the next Emir of his district; Commissioner Allen of the New York State Education Department; Mallam Hassan Ratsina, also a member of the Federal Parliament, and Mallam Bitrus Rwang Pam, a member of the Northern Assembly. The word Mallam means Honored Gentleman.

Survey Shows Interest in School Voting

NEW YORK STATE TAXPAYERS DEMAND a high standard of education in their public school system but are exhibiting increasingly critical evaluation of public expenditures, Commissioner Allen stated in releasing a summary of a departmental study on recent school budget and bond issue voting.

The study made by the Education Department's Division of Research, under the direction of Donald H. Ross, Assistant Commissioner for Research and Special Studies, shows that of the 1,100 village and supervisory school districts reporting on their annual meetings only 17 had budgets rejected. Fourteen of the rejected budgets have subsequently been resubmitted and passed, with three increased by amendment and two unchanged.

The most universal reason provided for defeats of budgets were those of rising costs for school operation. Twelve districts reported a rapidly rising tax rate on real property as the prime consideration and in each case the district has had to double or triple tax rates on real estate in recent

years to meet needs of increasing enrollments and larger per pupil costs. In such areas the costs of general municipal services, such as sewers, water, police etc., have also become newer or higher burdens on the taxpayers.

The summary also included a survey of public voting on bond issues during the past two school years. Here New York State voters displayed a more critical and conservative approach with 81 percent of the bond issues proposed in cities passing on first or subsequent vote, 74 percent in villages, and 79 percent in central, union free and common school districts.

The Education Department survey showed that in 54 city school districts, 37 bond issues were proposed with 27 passing on first submission. Of the 10 failing, 3 were resubmitted and subsequently approved.

In the 104 New York village districts, 121 separate bond issues were placed before the voters with 84 approved and 37 rejected. Eight of the defeated proposals were resubmitted and six of these were eventually approved during the two-year period.

For the 988 central, union free and common school districts, 327 bond issues were voted on by citizens of the various districts with 246 passing on first submission and 81 defeated. Later 11 of the defeated issues were again placed before the public and all 11 were approved.

In making public the survey findings Commissioner Allen pointed out:

> It must be emphasized that the citizens of New York State are continuing to vote money for school buildings in most of the critical areas where facilities are in short supply. There does not appear to be any definite trend to deny education the money it needs to fulfill its primary duty, but there are definite indications the taxpayers are interesting themselves in our affairs to a far greater degree and are examining more carefully the administrative stewardship of school districts. This is, I believe, a healthy sign and should result in better school administration in the long run.

The total cost of public education in New York State this year, Commissioner Allen reported, will be nearly one and one-third billion dollars, the largest in history. This also represents a 10 percent gain over the 1956–57 school year. To justify such expenditures he believes "administrators of education have a continuing need for keeping the public honestly and fully informed on the current operations and the future plans of our school systems. At the same time school management must exercise sound judgment and economy in budgeting and in the actual operation of our schools. Careful management and planned economy in schools certainly does not imply we must spend less, it means getting more and a better quality of education for what is available to be spent."

Department Staff Changes

Recent staff changes in the Education Department include:

JAMES P. FAHEY was permanently promoted as assistant administrative finance officer effective August 22.

JOSEPH LEV received a permanent promotion as associate statistician effective August 26.

CATHERINE G. MATTHEWS was permanently appointed associate in citizenship education effective October 10.

JOHN P. MCGUIRE received a permanent promotion as associate in test development effective October 21.

SIDNEY BERNSTEIN was permanently promoted as assistant director of motion pictures effective October 24.

New Johnson Papers Reveal Drama

MORE THAN A CENTURY AGO THE FIRST publication of Sir William Johnson's papers saw the light of day. Off and on in the meantime more and more have come to light and been published, along with correspondence sent to him during his long years of managing Indian affairs in this section of the colonies for the Crown.

Now the 12th volume of *The Papers of Sir William Johnson* issued with the imprint of The University of the State of New York has appeared. The first three volumes of this series made their bow to the public in 1921. And there are still more to come.

The present volume covers correspondence and papers from 1766 to 1774, the year of his death, and includes a newly corrected and annotated copy of his very interesting will, which was filed for probate in 1808. By that time the vast areas of land he had held in the Colony of New York had been confiscated by the American patriots. But today Johnson Hall at Johnstown stands as a memorial to this very dynamic pioneer in developing the American wilderness as far west as Illinois.

Dramas of the colonial period are found sprinkled through this volume, as through the previous ones. Here, for instance, is a letter from someone who paid out money to a Frenchman for a grant in Canada after the French had been ousted. He wrote Sir William seeking to have his rights established under English law. But Sir William found that he had parted with his money for a land title to which even under French law the original seller had no right.

Again, there was a Frenchman who had spent a couple of years in the Bastille and had been released, sworn fealty to the English king and wanted to start trading with the Indians. He had put his whole fortune in this venture only to find that the colonies wanted none of him. Sir Guy Carleton wrote Sir William from Quebec, urging that the man's plight be reconsidered and offering assurances that he was loyal. A later letter from Sir William agrees grudgingly to let the man operate. Even later, a letter reveals that the deal was not entirely to the best interests of the colonies. The Frenchman started stirring up trouble against the English among the Indians.

Spelling in the days covered by this volume was at best individual, even the better educated writers lacking a firmly established system. But when some of the less well-educated correspondents set their hand to paper, the results were hilarious, at least from the vantage point of today. The most unusual speller in the book is George Croghan who was one of Sir William's field agents. One of his letters begins: "yesterday I gott heare and brought home with Me A Sevare fitt of the Rumitiseum."

Included also are copies of accounts which reveal to us interesting prices for various commodities and services. "To Onoghsoketah a seneca chief come with Intelligence from the West £6-9-7; To Condolance & Burial of an Indian who was drowned here £3-19-8. . . . To 40 Barrels of Pork from New York and Freight to Albany £201. . . . To my own Salary to the 25th Septr 1772 £857-2-10 2/7."

Other items include dunning letters from Sir William's purchasing agents, descriptions of life in England, even some entertaining ribaldry and correspondence with Benjamin Franklin and other prominent people of the day.

The volume can be purchased from the State Education Department. It contains 1,124 pages and is bound in blue cloth to match the previous volumes. It includes numerous illustrations.

Commissioner Hails Bond Issue Vote

COMMISSIONER ALLEN ISSUED THE FOLlowing statement for the Board of Regents and the State Education Department concerning the approval November 5 by the voters of the $250 million bond issue for the State University of New York:

> Through their overwhelming vote approving the bond issue authorization for the State University of New York, the citizens of this State gave a resounding vote of confidence to higher education, particularly to the Board of Regents' desire to provide educational opportunity for all our youth who qualify.

The $250 million authorized through this bond issue will enable the State University to expand its physical plants and provide urgently needed facilities for meeting known educational needs. Through this timely expansion of these units more of our boys and girls can enter college; more can graduate.

One particularly important outcome of this vote will be assurance of the facilities for training additional students to be teachers in the schools of our State at a time when the need for fully qualified instructors remains one of our most pressing problems.

Flu Epidemic Apportionment Statement

IN ORDER TO CLEAR UP ANY MISUNDERstanding as to the effect of the flu epidemic upon the apportionment of State aid to school districts, Commissioner Allen announced that after conference with the State health authorities he has concluded that the present epidemic may be treated on a statewide rather than on an individual district basis.

Dr. Allen stated that Dr. Charles A. Brind, Jr., Counsel to the Department, has advised him that under the terms of the present statute treating the epidemic as statewide, the average daily attendance of the preceding year may legally be substituted for that of the present year for any district applying therefor without the necessity of such district establishing the prevalence of the epidemic therein.

Consequently, in computing the formula for State aid any district upon application to the Education Department will utilize the average daily attendance of last year modified by the percentage by which enrollment has been changed for this year. Such substitution of last year's average daily attendance, where made, for this year will be for the entire duration of the statewide epidemic. Such duration will be determined prior to the end of the school year.

Chancellor Receives Degree

Chancellor John F. Brosnan of the Board of Regents received the honorary degree of doctor of pedagogy from St. Bonaventure University on November 11. Chancellor Brosnan delivered the principal address at a dinner marking an education symposium in connection with the university's centennial observance.

Dr. Allen Urges Nonpartisan Action On Bond Costs

COMMISSIONER ALLEN ISSUED THE FOLlowing statement concerning the intervention of politics into proposals for reducing the cost of financing school bond issues:

The higher cost of financing local school bond issues in New York State threatens the efforts of many school districts to meet their critical building needs. Every effort must be made to hold down such costs to the lowest possible level. This effort will require the thoughtful nonpartisan and united efforts of all people.

It is gratifying to note that the high cost of bond issue financing is receiving the attention of the leaders of our government and of both political parties in connection with their plans for the 1958 legislative session.

It is hoped that a solution to this problem and to all others affecting education in these critical times can be reached on a high level of statesmanship which rises above partisan political consideration.

Television Programs Arranged for 7th Grade Viewing on Channel 6

A series of seven television programs for seventh grade viewing entitled "Meet Your New York State Government" will be shown on TV-Schooltime, WRGB, channel 6, Schenectady, under the sponsorship of the Mohawk-Hudson Council on Educational Television. The programs, presented by local schools with the cooperation of the State Historian and the supervisor of citizenship education from the State Education Department and representatives of other State departments, are scheduled for 9:30 a. m. on the dates indicated:

December

3 — "The First Constitution" — Dr. Albert B. Corey, State Historian

10 — "Development of State Government" — Mrs. Bernice Tyler, Voorheesville Central School

17 — "The Governor" — Mrs. Marjorie Ferrey, Thomas A. Knickerbacker Junior High School, Lansingburg

January

7 — "State Departments" — Mrs. Jeanne Schwarz, Galway Central School

14 — "The Legislature" — Ruth Hurr, Columbia High School, East Greenbush

21 — "The Judiciary" — Bernard Welsh, Colonie Central School

28 — "Student Government" — Mrs. Anna Mae Conroy, Central Park Junior High School, Schenectady

Each of the programs is planned as an effective classroom lesson and will incorporate materials and teaching devices that cannot be used in the ordinary classroom. Representatives from the appropriate governmental agency will appear on the programs to give a firsthand account of the subject.

Coordinator of the project is William G. Tyrrell, historian in the office of the State Historian.

TWO American Farmer Degree members of the New York Association of Future Farmers of America broadcast over Station WGY following their return from the national convention in Kansas City, Mo., October 14–17. Left to right: Leon Smith of Westmoreland elected regional vice president, and Charles Cole of New Hartford, regional Star American Farmer for 1957, being interviewed by Don Tuttle, radio farm director. Photograph by Harold L. Noakes.

Upholds Board Decision

Commissioner Allen has upheld the authority of the Board of Education of Union Free School District No. 1 of the Towns of Brookhaven and Smithtown, Suffolk County, in instituting a program of double sessions in the district schools.

Four residents of the district appealed to the Commissioner to set aside the action taken by the board in discontinuing the rental of space used in prior years.

In his decision, Commissioner Allen ruled that the decision as to the desirability of the available space is one which is placed by statute in the hands of the local board of education. The board determined the space is not suitable for continued use and, in the absence of a showing that the board had clearly abused its statutory discretion, there was no basis for the Commissioner to set aside their action.

Governor Lauds Safety Program

New York State has, for the second successive year, received the highest National award for excellence in driver education issued by the Association of Casualty and Surety Companies.

In a letter to Commissioner Allen, Governor Harriman said:

Driver education is one of our most important weapons in combating highway accidents which menace the safety and well-being of our entire population. Safe and responsible conduct by the individual motorist, the foundation of highway safety, is this year being taught to more than 100,000 students in over 90 percent of our public high schools and to an additional 33,000 adults through New York State's adult education program.

My congratulations on this fine record of accomplishment to our schools throughout the State, to the State Education Department and the other State agencies which cooperate in making this program so successful.

Student Assistance Group Names Officers

RALPH F. PEO, PRESIDENT OF HOUDAILLE Industries, Inc., of Buffalo, was elected chairman of the Higher Education Assistance Corporation at the October 29 meeting of the Board of Directors in the State Education Building. The corporation was set up by action of the 1957 Legislature.

Howard H. Cammack of Albany, general agent for eastern New York for the John Hancock Life Insurance Company, was elected vice chairman. The treasurer is William G. Morton, executive vice president of the Onondaga County Savings Bank of Syracuse, and the secretary is Joseph Liff of Great Neck, attorney and partner in the firm of Gordon, Brady, Caffrey and Keller.

Two members of the Executive Committee elected are Commissioner Allen and Dr. William S. Carlson, President of the State University of New York.

Dr. Charles A. Brind, Jr., Counsel to the State Education Department, was appointed counsel for the corporation.

The Board of Directors discussed at some length several proposals for establishing and financing a student loan program and adopted bylaws setting forth the purposes of the corporation as follows: "to improve the higher educational opportunities of persons who are residents of this State, and who are attending or plan to attend colleges in this State or elsewhere, by making available loan funds to such persons to assist them in meeting their expenses of higher education."

The officers elected are members of the Board of Directors of the corporation, which also includes the Reverend Laurence J. McGinley, president of Fordham University; Howard H. Cannon, attorney, Syracuse; the Right Reverend Monsignor John J. Voight, secretary of education for the Archdiocese of New York; the Reverend James H. Robinson, pastor of the Church of the Master, New York City, and Rabbi Judah Cahn, of Temple Israel, Lawrence.

Medical, Dental Scholarships

The State Education Department has announced the winners of 100 Regents Scholarships for Medicine and Dentistry. These scholarships entitle the holders to stipends varying from $350 to $1,000 a year while attending approved medical or dental colleges in New York State for a period of not to exceed four years of professional study. The amount of the stipend is determined by financial ability as provided by section 610 of the Education Law. The awards are based upon the results of a competitive examination held June 17 in various centers throughout the State.

In accordance with the previously announced distribution, 36 medical scholarships and 14 dental scholarships were awarded to successful candidates residing in the counties of New York City and the same number to successful candidates residing in other counties of the State.

On Leave for Study

Bernard A. Kaplan, assistant in education, Bureau of Guidance, has been granted a leave of absence to pursue doctoral study at Cornell University.

Dr. Kille New Associate Commissioner

COMMISSIONER ALLEN HAS ANNOUNCED the appointment of Dr. Frank R. Kille as Associate Commissioner for Higher and Professional Education, a post vacated by the appointment of Dr. Ewald B. Nyquist as Deputy Commissioner of Education earlier this year. The appointment has been approved by the Board of Regents. Dr. Kille, who is dean and professor of zoology at Carleton College at Northfield, Minn., will take office February 1, 1958.

Dr. Frank R. Kille

Dr. Kille was born in Salem, Ohio, in 1904 and was graduated in 1922 from Salem High School and secured his bachelor of science degree from the College of Wooster, Wooster, Ohio, in 1926. He has his master of science degree from the University of Chicago (1929) and his doctor of philosophy degree from the same university (1934). He has done considerable research in zoology and embryology and has frequently been supported by special grants for research work. He has an honorary doctor of laws degree from the College of Wooster (1954).

He taught high school science and mathematics in Ohio and has taught at Birmingham-Southern College, University of Chicago, University of Rochester, Swarthmore College and Bryn Mawr College and has been professor of zoology since 1945 at Carleton College. He was acting dean for a brief period at Swarthmore College, dean of men at Carleton College and since 1946 has been dean of Carleton College.

In 1952 he was director of the study of the National Roster of Prospective College Teachers sponsored by the Commission on Teacher Education of the Association of American Colleges, and since 1955 he has been the director of the study of the Baccalaureate Origins of College Faculties sponsored by the Association of American Colleges and supported by a special grant from the Fund for the Advancement of Education.

He has been a consultant on junior colleges for the Fund for the Advancement of Education and has served as a consultant on college organization, administration and curriculum for various institutions and foundations, including Albion College, the University of Michigan, Coe College, Danforth Foundation Workshop held at Sarah Lawrence College and the University of Delaware.

Dr. Kille has been responsible for proposing and conducting many special projects supported by grants from a variety of organizations on such topics as curriculum, orientation for young college instructors, teacher education, utilization of college teaching resources, high school counselors and teachers of high school science and mathematics. He has been responsible

since 1935 for a dozen or more publications.

He is a fellow of the American Association for the Advancement of Science and a member of the following organizations: American Society of Zoologists, American Conference of Academic Deans (chairman in 1953), North Central Association of Academic Deans (of which he has been an official), American Association of Anatomists, Marine Biological Corporation (Woods Hole), National Education Association, Sigma Xi and Phi Beta Kappa. He is a member of the social fraternity Lambda Chi Alpha.

Dr. Kille has been a member of the executive committee of the Council on Cooperation in Teacher Education of the American Council on Education, has held responsible positions with several committees of the College Entrance Examination Board, including membership on its Commission on Advanced Placement. He is currently chairman of the Commission on Colleges and Universities of the North Central Association of Colleges and Secondary Schools, the regional accrediting body for the Midwest, and is a member of the National Council for Accreditation of Teacher Education, having been one of three members of that council nominated by the six regional accrediting agencies in the United States. He has been very active in the Council of Minnesota Colleges and is a member of the National Committee to review developments in premedical education sponsored by the Association of American Medical Colleges.

TEACHERS of agriculture summarizing farm cash account records during workshop conducted by the Bureau of Agricultural Education at Adams Center Central School October 30. Similar inservice training schools were held at 10 centers over the State with the assistance of farm management specialists from Cornell University. The project was aimed at strengthening the farm business records and accounts instruction with emphasis on their evaluation and use as means of farm business improvement. Photograph by Harold L. Noakes.

School Psychologists To Confer

A PRESENTATION OF THE CONCEPT OF pupil personnel services by Dr. Francis J. Daly, Director of the Division of Pupil Personnel Services, will open a one-day area meeting for school psychologists at Brubacher Hall, State University College for Teachers at Albany on December 4. School superintendents, coordinators of pupil personnel services and other pupil personnel service workers such as school teacher-nurse, school physician, attendance teacher, special education teacher or director, guidance worker or director and school social worker are also invited to attend.

"The Relationship of School Psychological Services to Other Pupil Personnel Services" is the theme of the conference sponsored by the Bureau of Psychological Services. Following Dr. Daly's address, representatives of each of the bureaus in the Division of Pupil Personnel Services will describe their relationships to school psychological services. Opportunity will be given to discuss functions, relationships and problems in school psychological services.

Personnel from the following counties have been invited: Albany, Clinton, Columbia, Delaware, Essex, Franklin, Fulton, Greene, Hamilton, Montgomery, Otsego, Rensselaer, Saratoga, Schenectady, Schoharie, Warren and Washington. Similar area meetings for other regions of New York State will be announced later.

It is hoped that the meeting will help develop more effective programs of school psychological services and promote an improved understanding of advisory services available from the Bureau of Psychological Services as well as from other bureaus of the Division of Pupil Personnel Services.

Photo Contest Announced

Contestants in this year's Kodak High School Photo Contest will have added opportunities for achievement under a new plan in which they compete only against other students in the same grade. Because of the increased chances for winning, the contest will offer $10,400 in cash prizes, double the amount of previous years. The competition, which has been newly named, has been placed on the approved list of national contests and activities for 1957–58 by the National Association of Secondary School Principals.

The Kodak High School Photo Contest is open to students in daily attendance (grades 9–12) at any public, private or parochial high school in the United States and its territories. There is no limit to the number of black-and-white photographs an entrant may submit.

Pictures must have been taken by the students themselves, since April 1, 1957, and cannot have been entered in any other national contest. Entries can be sent in between January 1 and March 31, 1958. Winners will be announced in May, 1958.

Full information about the contest may be obtained from Kodak High School Photo Contest, 343 State Street, Rochester 4, N. Y.

Program Developed To Aid Dropouts

As an adjunct to the six-year holding power project of the Bureau of Guidance, a pilot program has been developed with the State Employment Service offices to give additional assistance to potential and actual dropouts in 8 of the 90 project schools. The purposes are to encourage potential dropouts to remain in school, to assist actual dropouts in making a suitable job adjustment and to obtain and to transmit to the schools followup information on those who leave school and are served by the State Employment Service.

Local guidance and Employment Service personnel have met in the local communities for joint planning and action. Services to potential and actual dropouts have been scheduled to coincide with service to graduates. Project "vulnerables" who have attained 16 years 9 months of age will be given the General Aptitude Test Battery and information obtained may give added emphasis to the advisability of development of special aptitudes through additional training.

For those students planning definitely to leave school, referral will be made by the school counselor to the Employment Service; for those students unexpectedly leaving school, an invitation will be extended by the employment counselor to use the services. The employment certificating officer will notify the Employment Service of dropouts, formerly in the holding power project, whose work permits are returned by their employers, indicating loss of employment.

The Employment Service will follow up each dropout included in the holding power project who receives local office service. Followup will cover a period of not less than one year, and the resulting data will be made available to the schools.

Paul B. McGann, associate in guidance, Bureau of Guidance, and Anthony Fantaci, State counseling supervisor, New York State Employment Service, are serving as coordinators of the project. High schools participating are located in Cortland, East Rochester, Ithaca, Ludlowville, Newburgh, Penfield, Walden and Wilson.

Directors of Guidance Meet in Albany

The conference of guidance supervisors and Counselor Trainers, sponsored annually by the Bureau of Guidance, Division of Pupil Personnel Services, was held November 12–14 at the DeWitt Clinton Hotel in Albany. This conference was planned and organized for directors of guidance who perform duties on a staff

level in supervising other guidance personnel and for counselor trainers from New York State colleges and universities.

Deputy Commissioner Ewald B. Nyquist delivered the opening address, "The Identification and Development of Talent."

Discussion groups considered a job analysis of the position of director of guidance based on research as reported by John P. MacDonnell, director of the Otsego County Vocational Education and Extension Board.

Guidance for handicapped and minority groups was the subject for a panel consisting of Adrian Levy, Assistant Commissioner for Vocational Rehabilitation; Franklin Keller, project director for the Community Talent Search for New York City; Theron Johnson, Administrator, Education Practices Act and Division of Intercultural Relations in Education, and Anthony Pelone, Chief of the Bureau for Handicapped Children.

Counselor trainers, meeting in two separate sessions, continued previous discussions concerning the training and certification of counselors.

The National Scholarship Service and State scholarships and loan funds were reviewed by John P. Morse, director of admissions, Rensselaer Polytechnic Institute, and Peter P. Muirhead, Chief of the Bureau of Examinations and Testing, respectively.

At the November 14 general session, Walter Crewson, Associate Commissioner for Elementary, Secondary and Adult Education, outlined "The Role of Guidance in Business-Industry-Education Cooperation."

The closing luncheon meeting featured an address, "Effective Interrelationships between Guidance and Other Pupil Personnel Services — Some Problems and Prospects," by Francis J. Daly, Director of the Division of Pupil Personnel Services, and a "Summary and Report from the Bureau of Guidance," by Bruce E. Shear, Chief of the Bureau of Guidance.

Help Offered to Young Job Seekers

DETAILED INFORMATION ON HUNDREDS of beginning jobs for high school graduates and dropouts was placed in the hands of high school guidance counselors in four key industrial areas in October by the New York State Employment Service.

Publication by the Employment Service of detailed "Job Guides for Young Workers" for use in schools of the Binghamton, Buffalo, Rochester and Syracuse areas was hailed by State Industrial Commissioner Isador Lubin and Commissioner Allen as "a tremendous forward step in the already close cooperative relations between the Bureau of Guidance of the Education Department, the schools of the State and the Employment Service."

"The guides will be a significant tool for curriculum planning as well as for individual pupil guidance," Commissioner Allen said, "because they show the qualifying training required for beginning jobs in the representative business and industries of each area."

Each guide catalogs from 200 to 300 different jobs, describes the usual duties,

the educational requirements, special qualifications needed, special characteristics of the job, minimum age acceptable for employment, the usual work hours, advancement opportunities, present employment prospects and the industries in which jobs of the kind are usually found.

"The guides will be of particular value to counselors and students in schools in the smaller towns surrounding the metropolitan areas who have not had detailed information up to now on work opportunities in the nearest large labor markets," Commissioner Allen said.

Commissioner Lubin said that business and industrial firms in the four cities had given the Employment Service "invaluable cooperation" in assembling detail for the publications.

A similar guide now in preparation for the Albany area will complete a series that blankets the State, except for Nassau and Suffolk Counties, he said. Guides for New York City, Westchester County and the Utica area are already in use.

Guidance Report

A staff member from the Bureau of Guidance reported on Bureau activities and proposed plans at guidance sections of the various zone meetings of the New York State Teachers Association this fall. Presentations covered significant accomplishments of 1956–57, recent research findings on counselor supply and demand, including characteristics desired in the counselor as reported by New York State school administrators, actions of the joint committee of administrators and counselors, publications, forthcoming conferences and recommendations for local school guidance programs for 1957–58.

Guidance Conference

Bureau of Guidance Chief Bruce E. Shear and staff members Elizabeth J. Ewell and Lou B. Utter attended the 31st annual meeting of the New York State Association of Deans and Guidance Personnel, held at the Mark Twain Hotel, Elmira, November 7–9. The theme of the conference was "The Individual and the Increasing Numbers."

Program plans included general sessions on continuity in counseling and interpretation of personnel work, clinics on interpretation and workshops in school-college relations and on enriched programs for able and ambitious students. Discussion groups considered provision of financial aid for the needy and capable student, counseling and referral of the emotionally disturbed, two-year post-high-school education's role in meeting the challenge of numbers, peer group influences and the contribution of records to the high school personnel program.

Guidance Workshops

The Bureau of Guidance has concluded a series of 12 beginning counselor workshops held in various sections of the State for new counselors and their administrators. Evaluation sheets of participants have indicated the success of this undertaking and similar workshops will be provided next year.

Miss Ewell Elected

Elizabeth J. Ewell, associate in education in the Bureau of Guidance, has been elected president of the Council of Women of the State Education Department.

SOUTHERN TIER directors of public school adult education participating in a "brainstorming" session at the Thomas A. Edison High School in Elmira Heights. Charles Clark (standing) of the Ethyl Corporation conducted the demonstration.

"Brainstorming" Aids Adult Directors

By
TOM MCLERNON
Associate in Adult Education

AT A REGIONAL CONFERENCE RECENTLY conducted by the Bureau of Adult Education, State Education Department, at Elmira Heights, Southern Tier directors of adult education participated in a "brainstorming" session conducted by Charles Clark, special assistant to the director of public relations of the Ethyl Corporation. According to Mr. Clark, this is the first time, to his knowledge, that a group of adult educators anywhere in the country has taken part in such a session.

The purpose was to acquaint directors with the technique and methods of "brainstorming" or, as it is better called, "creative thinking," and then to let them decide if it could be useful and should have a place in local adult programs. The response was almost unanimous that the technique has definite uses in adult education, particularly in working with citizen advisory committees to explore ideas on promotion, programing, publicity, public relations etc. Many directors also felt that it has uses not only in adult education but at all levels of education.

Methods whereby ideas are created and nurtured by group thinking are not new. Centuries ago Aristotle laid down the three laws for "association of ideas." He named them: "similarity, contiguity and contrast." These three powerful ingredients of mental strength are the underlying principles for the art of creative thinking in

groups. "Brainstorming" is the modern application of the principles contributed by the ancients. It deals primarily with two distinct mental powers; first, idea creation and, after that, the application of reason or judicious decision. Unfortunately, because of our normal mental processes inbred over years of experience, the ability to separate our creative thinking from judgment is often dimmed. Habitually, we are inclined to "think before we speak"—a wise practice under normal situations but not conducive to inspiration. The primary purpose of "brainstorming" is to free and separate creative thinking from judgment. In brief, the "brainstorming" procedure follows:

A central problem is presented to a 6- to 10-member group, for example: How can adult civic education activities be promoted in the community? How can we publicize our adult program? And everyone storms ahead. No idea is too fantastic; a cardinal rule is that no one laughs at an idea. If anyone is thoughtless enough to say "it won't work," he is sternly reminded by the group leader that such remarks are taboo. Anyone is free to hitchhike on an idea, that is, pick it up and improve on it. The result is usually that anywhere from 60 to 150 rapidfire ideas are produced. Many ideas are impractical, but if later evaluation shows that half a dozen of the ideas are potential solutions to the problem, the "brainstorming" session is considered a success.

The leader of the session plays a key role even though the secret of his success lies in his unobtrusiveness. Any inclination on his part to mastermind or usurp the proceedings is harmful. Familiar with the problems, ignorant of the direction in which others will go, he, nevertheless, is the key personality present. A good leader instills in everyone an atmosphere of competition with cooperation in a common interest.

In summarizing, Mr. Clark said:

> No single way has ever been found, or is one likely to be, that will produce perfect solutions to all problems. Brainstorming, however, can certainly play a part. If, by its application, greater results are gained from the ability for creative thought which everyone possesses in some degree, then the time spent will be profitable and rewarding.

Alex F. Osborn of Batten, Barton, Durstine and Osborn, advertising agency, organized group thinking with his company in 1939 and is recognized as the founder of the "brainstorming" technique. To date more than 75 American companies have asked this agency to train their staffs in the technique of "brainstorming." Many colleges have been holding classes in creative thinking including the University of Buffalo, Massachusetts Institute of Technology and the Harvard Business School.

Navy Aids Educational Programs

FACILITIES OF NAVAL TRAINING CENTERS have been made available to adult and secondary education programs of the public schools of the State, Commissioner Allen has announced. He has notified public school administrators in 23 New York State communities that, as a result of the offer of Rear Admiral Milton E. Miles,

commandant of the Third Naval District (New York State, Connecticut and northern New Jersey), the Training Center facilities may be utilized when not in use by the Navy.

Dr. Allen stated:

> As Governor Harriman has indicated in replying to the offer of Admiral Miles, this spirit of cooperation is heartening indeed. Without question, a greater sharing of resources by agencies of government can be profitable. The Navy has a considerable number of modern, well-equipped Naval Reserve Training Centers in New York State. Some of these have elaborate shop equipment, including electronic gear in excess of what is possessed by some public school systems. Admiral Miles indicates that some of the centers are located in new buildings and some in armories that were procured through the good offices of the State Naval Militia.
>
> Certain types of training aids are to be found in all centers. In general, of course, the Navy makes more use of these facilities in the evening than during the day; you can readily obtain information locally concerning just what equipment is available in your community and concerning the hours when it would be possible for the public schools to use this equipment and the classrooms and shops. Admiral Miles has indicated also that some equipment not in use in one center can be moved to another.

Inquiries concerning the program are to be directed to Walter Crewson, Associate Commissioner for Elementary, Secondary and Adult Education. Mr. Crewson has suggested that in some instances instructors in the Naval Reserve Training Centers may be obtainable as adult education instructors. It has been suggested also that some of the wide range of curriculum materials published by the Navy may be adaptable for adult education use.

Commissioner Allen has expressed "deep appreciation" to Admiral Miles.

Twenty-eight Training Centers in New York State have been made available. Six of these are in New York City, three in Brooklyn and one each in the Bronx, Tompkinsville and Whitestone. The remaining 22 are in the Horseheads Central School District and in the following city and village superintendencies: Albany, Binghamton, Buffalo, Dunkirk, Freeport, Glens Falls, Huntington, Ithaca, Jamestown, Liverpool, Newburgh, New Rochelle, Oswego, Poughkeepsie, Rochester, Scotia, Troy, Utica, Watertown, Yonkers and Youngstown.

Recreation for Elderly Discussed

LEISURE ACTIVITY PROGRAMS FOR PERsons 60 years of age and older were discussed at 10 regional conferences on recreation for the elderly this fall.

The conferences, held in principal cities of the State, were attended by mayors, council members and directors of recreation from the communities surrounding the conference city.

In 1956 the State Legislature amended the State Education Law to provide for a statewide program by city governments of recreation and leisure activities for persons 60 years and older. It provided State financial assistance and guidance to be administered by a five-member State Recreation Council for the Elderly.

(Concluded on page 160)

Former Vice Chancellor Thompson Dies

WELAND THOMPSON, 86, A FORMER Vice Chancellor of the Board of Regents, died October 12 at his home in Troy. He was elected to the Board of Regents in 1927 and became Vice Chancellor in January 1947. He resigned as Vice Chancellor later that year because of the press of business, but remained a member of the Board until the expiration of his term in 1951, when he was ineligible for reelection because of the age limit. He had the unique distinction of having attended every Regents meeting during the 24 years that he served as Regent.

Regent Thompson also retired 10 years ago as president of John L. Thompson Sons and Company, Inc., a wholesale drug firm, but continued as a director of the National City Bank of Troy and first vice president of the Troy Savings Bank.

He was a former trustee of the Emma Willard School and Russell Sage College, both in Troy, and had served on the Troy Board of Education for about 20 years, five of them as president. During that time he also served one term as president of the Associated School Boards of New York State.

Regent Thompson was graduated from Harvard University in 1893 and received the honorary degree of doctor of laws from Rensselaer Polytechnic Institute in 1931.

Regents Meet on Campus at Cornell

AT THE INVITATION OF CORNELL UNIVERsity, the Board of Regents held its October meeting on the Ithaca campus. This is the first time in 15 years that the Board has met there. The meeting gave the members an opportunity to observe at first hand the changes taking place at this institution of higher learning.

Following committee meetings in the morning and early afternoon of October 24 in the Cornell Trustees Room, the Regents and officials of the State Education Department and their wives were taken on a bus tour of the campus to view the new buildings which have been erected to take care

Convocation Planned for Next April 25

"Education for a Free World" is the theme of the 89th Convocation of the Board of Regents to be held April 25 at the State Education Building in Albany. Regent T. Norman Hurd heads the planning committee for the Convocation, to which leading educators will be invited.

of the large influx of students in both the endowed colleges of the university and the State-supported institutions which are a part of the university: the New York State Colleges of Home Economics, Agriculture and Veterinary and the School of Industrial and Labor Relations. These four are now parts of the State University.

The first new building to be inspected was the Frank Gannett Memorial Clinic, given recently by Publisher Frank E. Gannett of Rochester, husband of Regent Caroline Werner Gannett. All members of the Cornell staff expressed their deep appreciation for this clinic which was finished just in time to handle the extraordinary load of sickness caused by the Asian flu.

The party visited the building given by Myron C. Taylor, dedicated to the religious activities of the students and to spreading the idea of "One World." They also inspected the new engineering library and the Mann Library attached to the Colleges of Home Economics and Agriculture. At the Veterinary College, Dean William A. Hagan described the growth and activity of that institution. The tour ended at Sapsucker Woods where the University's Laboratory of Ornithology is located. Wild ducks and geese in the nearby pond could be seen through the wide windows and their voices were transferred by hidden microphones.

Cornell University was host to the visitors at a dinner in the Statler Inn at which President Deane W. Malott of Cornell and Chancellor John F. Brosnan gave informal talks.

Following the formal meeting of the Board of Regents the next morning, the members visited Ithaca College and the Ithaca City Board of Education.

Educational Institutions Chartered

THE BOARD OF REGENTS AT ITS MEETING October 25 took a number of actions relating to charters for educational institutions.

The charter of Lee Library, Silver Creek, Chautauqua County, was amended changing the name of the corporation to Anderson-Lee Library.

The provisional charter of the Institute of the Opera, Drama and Theatrical Arts was amended by changing the location of the corporation from the city of Albany, Albany County, to East Greenbush, Rensselaer County, and was extended for a period of three years from August 1, 1957.

The provisional charter of the Library of American Civilization, Inc., New York, was extended for a period of three years from May 23, 1957.

Five-year extensions of provisional charters were granted to Mountainville Free Library, Mountainville, Orange County, and Spencer Library, Spencer, Tioga County.

The Regents granted a provisional charter, valid for five years, to The Israel Chipkin School, New York, to maintain a nursery and elementary school with classes through the eighth grade, based on an integrated program of American and Hebrew studies.

The election of Myron K. Wilson, Larchmont, as trustee of the Broadcasting Foundation of America, to fill the vacancy

caused by the death of Lewis Hill, was approved. Graduated from New York University and Harvard University Law School, Mr. Wilson has practiced law since 1932 and is serving as secretary and general counsel for the foundation.

A provisional charter, valid for five years, was granted to The Walter Hampden Memorial Library, New York, to establish a library devoted to the advancements of the arts in general and the drama in particular.

Board Appointments Made by Regents

THE BOARD OF REGENTS OF THE UNIVERsity of New York, meeting at Cornell University October 25, made a number of appointments to State boards, councils and committees.

Arthur F. Freelove, Glens Falls, was named to the State Board of Examiners of Certified Public Accountants to fill the unexpired term ending April 17, 1961, of Howard V. Swartz, Syracuse, deceased.

Three reappointments to the State Board of Examiners of Psychologists, each for a term of three years beginning November 1, 1957, were Frank S. Freeman, Ithaca; Harry V. McNeill, New York, and Jesse Zizmor, New York.

Kenneth B. Clark, New York, was appointed to the Education Practices Act Council to fill the unexpired term ending September 30, 1959, of Howard E. Wilson, who has resigned.

Delores Krieger, Brooklyn, was appointed to the Advisory Committee on Nurse Scholarships to fill the unexpired term of Anne C. O'Day, Albany, who has resigned.

Samuel Brezak, Brooklyn, was appointed to the State Board of Podiatry Examiners for a term of five years beginning August 1, 1957, to succeed Sidney Hirschberg, Forest Hills.

Louis J. Wolner, Homer, was reappointed to the Home Economics Council for a term of three years beginning October 1, 1957.

Mrs. James Cash, Franklinville, was appointed to the Home Economics Council for a term of three years beginning October 1, 1957, succeeding Mrs. Irving Kramer, White Plains.

Two reappointments to the School Lunch Advisory Committee, each for a term of three years beginning October 1, 1957, were Harvey Allen, Brooklyn, and Alice M. Burgoin, Ithaca.

William I. Bair, Albany, was appointed to the School Lunch Advisory Committee for a term of three years beginning October 1, 1957, to succeed Mrs. Hilton Dier, Lake George.

Bond Issue Approved

The Board of Regents at its meeting October 25 approved a bond issue totaling $1,096,000 to construct and equip a new elementary school at Union Free District No. 9, Town of Islip, Suffolk County (West Islip). According to the Local Finance Law, the Regents must approve propositions for bond issues for school improvements in districts where the cost would bring the bonded indebtedness above 10 percent of the district's real property value.

Cerebral Palsy Studies Scheduled

By
JOSEPH J. FENTON
Associate in the Education of the Physically Handicapped

IN A CONTINUED EFFORT TO OFFER TEACHers of children with cerebral palsy opportunities for professional growth leading to a better understanding of the educational processes of such children, the Bureau for Handicapped Children, Division of Pupil Personnel Services, is sponsoring 10 regional study groups. Organized on a geographical basis to cover all parts of the State, these groups are meeting periodically throughout the year to explore specific areas of interest related to the education of children with cerebral palsy.

A grant of State money has been allocated to each group to help meet the expense of obtaining resource personnel, materials and supplies for their programs. It is anticipated that section reports, developed by each group by the end of the year, will be collated into one document, printed and distributed to all the groups, and that these findings might serve as a basis for a statewide workshop next year.

All teachers and allied personnel interested in the education of children with cerebral palsy are invited to join a group. Those wishing to participate should register with one of the chairmen of the groups listed:

GROUP I

METROPOLITAN AREA — "Curriculum Methods and Materials for Children with Learning Problems Related to 'Brain Injury.'"

Chairmen: Mrs. Lillian Rosenson, liaison, Division of Child Welfare and Bureau of Curriculum Research, Board of Education, New York City

Dr. Harold Michal-Smith, chief psychologist, Flower-Fifth Avenue Hospital, New York City

Mrs. Dina Ehrlich, coordinator, cerebral palsy unit, Public School 67, Brooklyn

Mrs. Shulamith Kastein, Speech and Hearing Clinic, Columbia-Presbyterian Hospital

Ex officio: Dr. George Zuckerman, assistant superintendent, Child Welfare, Board of Education, New York City

GROUP II

METROPOLITAN AREA — "Curriculum Methods and Materials for Children with Cerebral Palsy Who Are Also Mentally Retarded"

Chairmen: Dr. Frances Conners, associate professor, Teachers College, Columbia University, New York City

Dr. Mary Harnett, assistant director, Bureau for Children with Retarded Mental Development, Board of Education, New York City

GROUP III

METROPOLITAN AREA — "Curriculum Methods and Materials for Children with Cerebral Palsy Who Also Have Visual Handicaps"

Chairmen: Dr. Elena Gall, coordinator of special education, Hunter College, New York City

Mrs. Patricia Campbell, teacher, Cerebral Palsy Department, New York Institute for the Blind, New York City

GROUP IV

METROPOLITAN AREA — "The School's Role in Prevocational Planning for Children with Cerebral Palsy"

Chairmen: Dr. Herbert Rusalem, Guidance Bureau, Hunter College, New York City

Mrs. Adele Montean, coordinator, cerebral palsy unit, Public School 135, Manhattan

Martin Moed, coordinator, Cerebral Palsy Evaluation Project, Institute for Crippled and Disabled, New York City

GROUP V

NASSAU-SUFFOLK COUNTY AREA — "A School Curriculum for a Cerebral Palsy Unit"

Chairmen: Morris Morgenstern, psychologist, Roosevelt Cerebral Palsy School, Roosevelt
Mrs. Anne Griffith, teacher, Roosevelt Cerebral Palsy School, Roosevelt

Ex officio: Daniel Terry, supervising principal, Roosevelt

GROUP VI

WESTCHESTER, ROCKLAND AND ORANGE COUNTY AREA — "The Teacher's Role in Promoting Mental Health of Children with Cerebral Palsy"

Chairmen: Mrs. Ruth Sutter, teacher in charge, Bedford Cerebral Palsy School, Bedford
Mrs. Dorothy Schaefer, supervisor of education for exceptional children, Yonkers
Anne Kennedy, teacher, North Elementary School, Newburgh
Beatrice Peterson, teacher, Orangeburg Public Schools

GROUP VII

CAPITOL DISTRICT (Albany, Schenectady, Amsterdam, Glens Falls) — "Followup of Children in the Schenectady Survey"

Chairmen: Evelyn Karpel, teacher, Pleasant Valley School, Schenectady
Mrs. Marion Mattimore, teacher, Albany Cerebral Palsy Center, Albany

Ex officio: Mrs. Fern Charlton, supervisor, special education, Schenectady
Agnes Hughes, supervisor, special education, Albany

GROUP VIII

SYRACUSE, UTICA, ELMIRA, BINGHAMTON, AUBURN AREA — "The Teacher's Role in Counseling Parents"

Chairmen: Mrs. Marguerite Slocum, teacher, Cerebral Palsy Center, Syracuse
Adelbert Northrup, principal, Percy Hughes School, Syracuse
Isa Cole, supervisor, special education, Syracuse Board of Education

GROUP IX

ROCHESTER, LEROY AREA — "Communication for Cerebral Palsied Children with Little or No Speech"

Chairmen: Anne Remis, teacher, School 5, Rochester
Constance Carberry, teacher, School 5, Rochester
Irving Geldon, speech therapist, Board of Education, Rochester
Marion McLenahan, physical therapy supervisor, Health Bureau, Rochester
Marguerite Hulbert, principal, School 5, Rochester

Ex officio: Herman Goldberg, director, special education, Rochester

GROUP X

ERIE, NIAGARA COUNTY AREA (Buffalo, Niagara Falls, Lackawanna, East Aurora) — "Curriculum for Children with Cerebral Palsy Who Are Slow Learners"

Chairmen: Marion Olsen, principal, Public School 84, Buffalo
Mary McCarthy, teacher, Franklin School, Lackawanna
Janice Forsythe, teacher, Public School 84, Buffalo
Katherine Baldwin, physical therapist, Franklin School, Lackawanna

PROJECT COORDINATOR: Joseph J. Fenton, State Education Department

These study groups are part of the Department's Special Project for Training Teachers of Children with Cerebral Palsy. In March of this year the Bureau for Handicapped Children sponsored its third statewide Workshop for Teachers of Children with Cerebral Palsy, in which 125 teachers and allied professional personnel participated. This also marks the second year that direct training grants have been awarded to qualified teachers taking appropriate courses at universities or colleges in New York State.

Edits Teen-age Aids

Dr. Hubert W. Houghton, associate in education, Bureau of Guidance, served as editorial supervisor for the *Teen-Aid Guidance Series* recently released by the Keystone Education Press, 222 Fourth Avenue, New York City 3. Four booklets in the series have appeared to date: *Polishing Your Personality, Cues for Teens, Getting Along with Others* and *Data on Dating.*

Home Instruction Program Described

By
RAPHAEL SIMCHES
Associate in Education of the Handicapped

IT CAN AND DOES HAPPEN TO A CHILD IN your school district: a visit to the family physician; the diagnosis followed by a prognosis that the child is suffering from rheumatic fever and will be out of school for six months. Possibly the parents' initial thoughts are concerned with the physical damage that may result from this illness.

Then, after reassurance on this point by the family physician, they may begin to wonder what will happen to the child during this absence from school in terms of his educational development. Will he lose a grade? What will happen after he returns to school? To what degree will an educational handicap due to loss of schooling add to the burden for the child of other difficulties arising as a result of illness? What can be done to educate the child during this period of illness?

New York State has, through its Education Law, expressed its concern for such children and for other children who are capable of benefiting from education, but because of accident, illness or physical handicap cannot attend for a certain period of time. Provision can be made by the local school authorities for home instruction during the period of inability to attend school.

What Is Home Instruction?

Home instruction is an educational service provided by the local public school system for a physically handicapped child who because of a physical defect or infirmity, whether congenital or acquired by accident, injury or disease, is or may be expected to be totally or partially incapacitated for education but who is capable of benefiting from home instruction. The physically handicapped child receiving home instruction may be at home or in a hospital.

Who Is Eligible for Home Instruction?

A child is eligible for home instruction if he is a resident of New York State and under 21 years of age. The child must be physically handicapped and so certified by a licensed physician. The child must have the mental ability to profit from such home instruction. There should also be a reasonable expectation that he will be homebound for a period of two months or more.

What Is the Purpose of Home Instruction?

The purpose of home instruction is to help the child progress academically with children of his own age group within the limitations of his physical handicap. There are also many secondary benefits from home instruction. It can contribute to the mental well-being of the child during the period of his illness, providing a psychological lift and to some extent lessening his feeling of isolation since he is able to participate in a program of instruction. It provides the parents with a feeling of satisfaction in that even though he is ill, they are able to obtain for him at least some benefits available through the local public school program.

Of course for the child who is permanently homebound, or homebound for an extended period of time, home instruction is the only educational service available to him and the success of the home instruction may very easily play an important factor in the child's future role as a citizen in our society. The goals of home instruction for these long-term cases are similar to those goals sought for all children, namely

preparation for life and development of the individual to the maximum of his capacity.

How Is Home Instruction Secured?

The procedures involved in obtaining home instruction may vary from one school district to another. However, if State aid is desired for this service the superintendent of schools must submit to the Bureau for Handicapped Children three copies of form HC-1. The completion of this form requires the action of school authorities as well as of a physician.

How Is the Program Financed?

State aid is available for the approved cost of the salary of the home teacher, when such home teaching is provided for the physically handicapped child as defined earlier in this article. State aid is granted to a school district the year following the period of time service is rendered and approved.

What Is the Role of the Homebound Teacher?

The home teacher confers with the child's regular teacher concerning the work of the grade. Every effort is made to help the child progress normally with the group so that when the child returns to school the transition will be one of minimum anxiety and apprehension.

When home instruction is terminated, a summary of the child's progress should be sent to the principal of the school or to the grade supervisor. Certainly every attempt should be made to inform the homeroom teacher of the progress made during the period of home instruction.

The home teacher should encourage, wherever possible, visitations to the home by the child's regular school group. This can be done on special occasions if the family physician permits it. The teacher can also maintain contact between the homebound child and the school group through mediums such as letters, projects or for example, participation on the part of the homebound child in school newspaper activities.

For the child who may remain homebound for most of his educational career every attempt should be made on the part of the homebound teacher to explore possible prevocational areas with consideration given to the vocational limitations imposed by the handicap. This may be achieved through visits by the homebound teacher to public and private agencies providing services for the handicapped adult as well as visits to sheltered workshop situations. Knowledge and understanding of the program of rehabilitation available through the Department's Division of Vocational Rehabilitation can result in appropriate planning for postschool occupational activity.

The home teacher should have available as many as possible of the resources of the school system, such as textbooks, library books and audiovisual aids materials. Utilizing pupil personnel service people such as school health service personnel, the school counselor and the school psychologist for purposes of individual appraisal and evaluation helps insure realistic educational planning for the homebound child.

Besides the resources mentioned above, the homebound teacher can make very positive use of the home-to-school telephone service. This service is essentially a two-way communication system used to connect the child's home and the classroom. By the use of the home-to-school telephone service a child can become part of a group even though he physically is at home. It is a service which in many cases has been a great value to the homebound child.

What Is the Role of the Parent?

Parents should provide a suitable environment for study during the period of home instruction. It is desirable to pro-

vide a quiet setting, free from distractions. There should be adequate light as well as a table or shelves for school supplies. The mother should schedule her day so that someone will be at home to answer phone calls and other daily interruptions. The parents should make every effort to provide a comfortable setting during the period the home teacher is working with the child. A parent should keep in touch with the child's school by attending and participating in PTA meetings and other school functions as well as by being available for conferences with the home teacher concerning the child's progress. Parents should also keep the home teacher informed of any change affecting the child's physical condition.

Profitable use of leisure is an important aspect of the mental and physical well-being of the child during his illness. A parent can cooperate in this area by joint planning with the home teacher and the child in terms of selected radio and television programs, reading for pleasure, development of scrapbook material or creative work as well as the use of simple musical instruments.

During the 1956–57 school year some 3,300 children received home instruction in New York State. This figure indicates that schools realize more and more that their responsibility does not lie solely within the confines of the school building. By reaching out and bringing service to the physically handicapped child, whether at home or in a hospital, they are providing, in the full sense of the word, the opportunities so necessary to bring to realization the goal of education for all children in the community.

New Programs for Handicapped Listed

HANDICAPPED CHILDREN IN THE STATE of New York are receiving increased attention and assistance, Commissioner Allen reported in releasing information on new developments and programs in this field of specialized education.

Under new legislation approved by Congress the New York State Education Department has been assigned a Federal aid grant of $20,190 for materials and equipment for the 668 blind children now attending public schools in the State.

A new program being directed by Edwin R. Van Kleeck, Assistant Commissioner for Pupil Personnel Services and Adult Education, has made 279 grants to teachers in the State to enable them to take further courses preparing them for education of the mentally retarded. This program is designed to assist in alleviating the present shortage of trained personnel in this field.

During September 10 committees were organized in the State as part of the training grant program for work with the cerebral palsied. These committees are formed to assist in planning more effective education for these handicapped children and to insure new and special curriculum materials needed for effective education of these youngsters.

FLORENCE HARSHE, right, discusses library problems with Mrs. Sidney Blackmer, former librarian in the area served by the center.

St. Lawrence Honors Florence Harshe

FOR OUTSTANDING SERVICE TO THE North Country, Florence E. Harshe, regional librarian of the Regional Library Service Center, Watertown, was honored by St. Lawrence University at its ninth annual Homecoming Citations Program on October 5. She has been at the center, which is part of the Division of Library Extension, New York State Library, since 1951, first as chief of advisory services, and since 1956 as regional librarian.

The Regional Library Service Center began operation in 1948 as an experimental program to 44 local libraries. Today the center serves 65 libraries in Lewis, Jefferson and St. Lawrence Counties. It offers an expanded selection of books in all libraries as well as special advisory services and materials. Information questions are answered from all libraries and a program of workshop meetings for trustees and librarians is held annually. A collection of 16-mm. films is available for use by citizen groups in the area.

Graduated from Ohio State University and the School of Library Science at Western Reserve University, Miss Harshe began her career as a student assistant in the public library of Lima, Ohio. After obtaining her library degree, she returned to

Lima and served successively as assistant in the children's department, as branch librarian and head of the circulation department. In 1947, she went to Hawaii to become head of the loan desk at the Library of Hawaii in Honolulu.

Miss Harshe is an active member of State and National professional library organizations. She is at present a member of the New York Library Association Council and was formerly treasurer of the library extension section, public libraries division, American Library Association. She has been a speaker at ALA and at New York, Connecticut and Ohio State meetings. She is a member of the Jefferson County College Women's Club, the Little Theater Association of Watertown and has served as a board member of the Watertown League of Women Voters.

Rural Library Services To Expand

EXPANSION OF LIBRARY SERVICES TO THE rural areas of the State will be expedited this coming year through a program financed jointly by the State of New York and the Federal Government.

The State Education Department has received a grant of $153,054 under the Federal Library Services Act and this amount will be met and exceeded by moneys appropriated by the State.

A major emphasis in the program is on education for rural librarians, with Irving A. Verschoor, Director of the Division of Library Extension, planning to offer scholarship grants of approximately $2,000 for a graduate year of study in library science leading to a master's degree to eligible rural librarians. Other aspects of the current scholarship program include grants for travel and study of rural library systems, a recruitment program, study for a training program for nonprofessional rural library personnel, workshops on basic library practices and scholarships for short-term institutes and summer courses.

Grants-in-aid will also be made to develop cooperative projects and programs on a local level. These will be made to key selected libraries for contractual service to rural areas on the basis of plans submitted to the Education Department.

Use of a demonstration bookmobile as an incentive for forming library systems in rural areas is planned. The counties of Saratoga, Warren, Washington and Fulton have been selected for the initial project, under the local auspices of the Southern Adirondack Library Service System, a new organization now planning to apply for a Board of Regents charter.

Silas H. Townsend, formerly in the reference department of the Cleveland Public Library, has joined the staff of the Division of Library Extension to act as bookmobile librarian. He has had bookmobile experience with the Dayton, Ohio, Public Library and is a graduate of the Western University School of Library Service.

In order to give quality library service to rural people the Education Department has added additional field service personnel to the Division of Library Extension. Jean L. Connor, former senior library supervisor, has been named associate library su-

pervisor of a new Section B, which has been created to serve the counties of western and central New York.

Jane A. Ellstrom, formerly young adult librarian of the Lakewood, Ohio, Public Library and a graduate of the Western University Library School, joined the staff as a senior library supervisor in September. She has also served as a consultant for the American Heritage Program of the American Library Association.

Also joining the staff is Mrs. Elizabeth H. Lockhart, formerly assistant coordinator of children's work at Queens Borough Public Library. Mrs. Lockhart had library extension experience with the New Hampshire State Library and is a graduate of State University College for Teachers at Albany.

Robert L. Carter, formerly reader and information services librarian with the Prince George's County Library, Hyattsville, Md., also is a new consultant. He is a graduate of the University of Illinois Library School.

Last April Edgar Tompkins joined the extension staff as senior library supervisor after service as assistant librarian, reference section, New York State Library.

Attend Guidance Meeting

Bureau of Guidance Chief Bruce E. Shear and staff members Paul B. McGann and Dr. Hubert W. Houghton represented the State Education Department at the North Atlantic Regional Conference of the National Association of Guidance Supervisors and Counselor Trainers held October 13–15 at The Lodge at Smugglers Notch, Stowe, Vt.

Various panels considered the function of the counselor from the points of view of what he should do and what he does do and the preparation of the counselor from the viewpoints of what he should have and what he actually has.

Dr. Frank L. Sievers, Chief, Guidance and Student Personnel Section, U. S. Office of Education, discussed current developments in guidance from the national point of view. Dr. Arthur Hitchcock, executive secretary, American Personnel and Guidance Association, discussed "Current National Activities and Problems of NAGSCT."

Mr. Shear served as a member of the summation committee.

SUPERVISORS of Citizenship Education from many parts of the State conferring in Albany with staff members of the State Education Department on October 31.

HELEN HAY HEYL, Chief of the Bureau of Elementary Curriculum Development, consults with Robert H. Johnstone, Mark B. Scurrah and Howard O. Yates, associates on her staff, and Werner H. Ruef, elementary school supervisor, on up-to-date resources available in the Bureau's curriculum laboratory.

Curriculum Laboratory Offers Help

By
MARK B. SCURRAH
Associate in Elementary Curriculum Development

THE DIVISION OF ELEMENTARY EDUCATION through its Bureau of Curriculum Development over a period of years has accumulated a rich variety of materials bearing upon all aspects of the elementary curriculum. The Bureau will gladly share these resources with committees from local school systems who wish to come to Albany for advice and assistance on curriculum improvement and reorganization. Curriculum committees will find here an organized, readily accessible body of materials not usually available in any one school or school system and will discover that the curriculum laboratory is a worthwhile place to visit when working on curriculum projects or problems.

You will find the following resources and materials ready for use in the laboratory:

Section A — Professional Books and Magazines

In this section may be found the latest book on virtually any field or facet of cur-

riculum development. Every effort is made to keep this professional collection up to date through continuous review and purchase of new books, yearbooks and periodicals. During the past year alone more than 100 titles have been placed on our shelves. This is not, however, a complete collection in the library sense, since it is a highly selected collection dealing primarily with the elementary curriculum and older books are periodically discarded to make room for newer titles.

Section B — Textbooks and Storybooks

This section includes a rather complete set of recent textbooks supplied to us free of charge by the many publishing companies issuing elementary materials. Also included in this section are a number of storybooks of the type usually found in children's libraries. No attempt is made to keep this storybook collection complete and up to date since the school library supervisor attached to the Division staff maintains a magnificent collection of such books.

Section C — Workbooks

This section contains most of the newer workbooks in all the elementary subject fields.

Section D — Courses of Study: Out-of-State

This section includes curriculum materials of all types from communities and State education departments throughout the United States. This collection is kept up to date through constant selection and the receipt of newer materials.

Section E — Curriculum Materials from Local Schools

Included in this large collection are courses of study, teaching units, teachers' handbooks and guides etc., developed by individuals schools and school systems throughout the State. A complete file of New York City materials is a feature of this collection. New materials are added daily and a periodic weeding system serves to keep these materials up to date.

Section F — Cumulating Reference File

This section contains a wealth of materials from our own and other countries including bulletins, pamphlets, maps, pictures, posters, charts, reports, commercial teaching units, catalogs, booklists, reference lists of free and inexpensive materials and many other supplementary and enriching professional and source materials. These are filed under some 35 headings, a few of which are art, aviation, atomic energy, China, comics, conservation, exceptional children, health and language arts.

Section G — School Study Council Materials

Most of the materials produced by the School Study Councils functioning in New York State are filed in this section. Included are a number of courses of study, special studies in education, reports of in-service training programs, the findings of school surveys and many other bulletins and handbooks of various types.

How To Use the Laboratory

It is hoped that an ever-increasing number of schools in New York State will become interested and involved in the process of curriculum study and revision, and that they will send representatives to Albany to use the resources of the curriculum laboratory. Please write to us before you come so that we can make arrangements to provide you with the services of a trained curriculum worker who will advise with you on your problems and will assist you with the location, use and interpretation of materials.

Dressing and Showering Discussed

By
GERALD J. HASE
Assistant in Physical Education and Recreation

DRESSING AND SHOWERING ARE RECOGnized as being integral parts of the health and physical education programs. If our programs of health teaching and health guidance are to be effective and if personal health standards are to be maintained by individual pupils, the taking of a shower after physical activity is essential. Also it is necessary for pupils to be properly dressed in order to participate safely in the many activities of the physical education program.

Many schools are having their pupils dress and shower at the third or fourth grade level. Schools where dressing and showering are initiated in these grades usually have fewer problems with this phase of the program at the junior and senior high school grades than schools where dressing and showering are postponed until the junior high school grades.

Eight- to 12-year-old pupils are ready for showering and should not be denied the opportunity of establishing this desirable health practice. With these youngsters, the problem is not getting them "into a shower" but getting them "out of a shower."

It should be the responsibility of the school to facilitate this phase of the program by proper scheduling. This is especially true in the elementary grades where many of our physical education classes are scheduled for 25 to 30 minutes. This is not sufficient time for class activities plus dressing and showering. It is recommended that these periods be extended so that pupils will have adequate class periods to dress and shower properly.

This part of the program should be thoroughly discussed by the pupils and physical education teachers so that it is understood by the pupils. In some school districts it is a matter of educating not only the pupils but some of the parents as well.

The Law Division of the State Education Department has made the following statements describing the position of a board of education relative to requirement of dressing and showering as a part of the physical education program:

Generally speaking a board of education does not have the power to prescribe the manner and mode of dress of pupils while attending school.

An exception from this rule would be, of course, that cleanliness and decency in clothing can and should be required. For instance, where a high school girl wears dungarees to classes, the school could not require skirts.

Further exception relates to the wearing of certain clothing or equipment for special activities where safety is involved. Where, for instance, girls are required to work with gas stoves, the wearing of long-haired angora sweaters could be prohibited as a measure of safety. Likewise the wearing of gym shoes during gym activities can and should be required as a matter of safety. Likewise, reasonable requirements for the wearing of types of clothing suitable for gym activities can be made.

This does not mean, however, that an actual uniform can be required, such as dark blue skirt, white blouse etc. The clothing worn, however, should be compatible with safety and should not interfere with the physical ability to engage in the activities involved in the gym.

A further requirement that a board of education would have the power to make would be that showers be utilized in connection with physical activities, where available. This is not only essential from the standpoint of health but also constitutes a part of the teaching of hygiene.

Although local school districts could mandate this requirement, it is felt that it would be more effective educationally if a program of dressing and showering were initiated in the elementary school grades and continued on through the junior and senior high school grades.

Program for Conservation of Vision

By
JANE A. MACCALLUM
Assistant in Vision Conservation

THE NEW YORK STATE EDUCATION DEpartment has, for many years, been concerned with the health needs of school children. Not the least among these is the conservation of vision, for the findings of many studies and commonsense combine to emphasize the importance of visual health for the best adjustment and progress of the child in school.

The Medical Inspection Law passed by the Legislature in 1913 required, among other things, an annual test for visual acuity and a notification to parents of any defects found. The visual screening method recommended by the Commissioner of Education for use in schools is the simple Snellen test. The Commissioner approves the use of the Massachusetts Vision Test and the New York School Vision Tester for visual screening purposes. These two devices use a battery of tests along with a Snellen chart.

A yearly test for visual acuity is important since defects or diseases of the eye may develop at any time during life. In addition, some defects, if not discovered and corrected early, may result in loss of useful visual acutiy. Still further, it has been proved time and time again that undetected, uncorrected or misunderstood visual impairments can be very closely and significantly related to a considerable variety of maladjustments in the school setting, particularly to the development of unnecessary failure and retardation leading to other problems, such as truancy.

Color Perception Tested

The purpose of the annual visual acuity test in the schools of this State is to determine whether each child is equipped with adequate vision to function at his maximum in school. Failure to pass the visual acuity test suggests that the child may have an eye difficulty. Children who fail the vision test are referred to their parents with the suggestion that only an eye specialist can determine whether special care is necessary in order to be sure that the child will not be handicapped in learning because of a visual defect.

Tests for color perception are given once during the school career of each child. The newer color perception tests developed in the past few years make it possible to give the test to very young children. Poor color perception is far more common in males than females. While there are relatively few persons who are totally color blind, defective color perception may be a factor in vocational adjustment and its

presence should be known to the guidance staff.

The annual reports of the health services rendered in the local schools of this State indicate that 92.6 percent of all children attending our schools take a vision test each year. Slightly over 12 percent of the children tested are referred for a complete eye examination. The reports received in recent years show at least 83 percent of those referred are examined by an eye specialist.

(To Be Continued in the January Issue of THE BULLETIN TO THE SCHOOLS*)*

Attendance Personnel Discuss Plans

PLANS FOR ZONE, REGIONAL AND COUNTY organization of attendance personnel were discussed at a conference of representatives of the New York State Attendance Association and of the Education Department held in Albany on October 4.

This meeting was a natural outgrowth of 1955 legislation professionalizing attendance service and recent action by the Department in setting up training and certification standards for attendance teachers. A total of 35 representatives of local attendance service staffs was present, representing all parts of the State, together with the Director of the Division of Pupil Personnel Services and attendance, guidance and health service staff from the Department.

Dr. John A. Forst, Chief of the Bureau of Health Service, clarified many questions that had caused some confusion in the minds of attendance personnel in connection with relationships to health service. He emphasized that, although there is an extremely close relationship between these two pupil personnel services at times, as there are between all pupil personnel services, it is important to keep clearly in mind the distinction between the basic professional functions involved. He emphasized that it was good neither for attendance service nor health service when the primary professional function of the school nurse-teacher is diluted by having her spend too much of her time in attendance work and stated that in all the field supervisory efforts of his Bureau these points are being made clear.

It was recommended that area meetings be organized either at the time of the New York State Teachers Association zone meetings or at other times during the year on a smaller scale, and that school administrators be brought into the planning for such meetings. The president of the New York State Attendance Association, H. Clifford Sears of Great Neck, and others present spoke on the future of attendance service and stated that the Attendance Association and the New York State Education Department should continue to move together toward improved professional status, improved preparation and training of attendance staff and better correlation of their activities with other pupil personnel services. President Sears appointed committees for developing a code of ethics for the association, for extending its membership, for revising the constitution and bylaws and for planning for the future development of the association and local groups of attendance workers throughout the State.

New Physical Fitness Test Announced

By
ELIZABETH DESCH, *Assistant in Physical Education and Recreation*

WORLD WAR II GAVE THIS NATION A firm feeling about the importance of physical fitness. Since that time, world events, certain advances in medical knowledge and recent happenings that have caught the public eye have all combined to make America more aware than ever of the need for physical fitness. For New New York State, these events heightened an interest in physical fitness which has existed for many years.

Since the early 1930's, New York State schools have been testing for physical fitness as part of the physical education program. The Rogers Physical Fitness Test as well as the Physical Fitness Standards, which latter tests were published jointly by the New York State War Council and the State Education Department, are examples of the tests recommended for statewide use.

Now a new test, complete with norms, has been developed to measure physical fitness: the New York State Physical Fitness Test. It is designed to provide schools with a convenient instrument for periodic evaluation of status and progress in the physical fitness of boys and girls in grades 4 through 12.

It is hoped that this test, when used as a part of the total school evaluation program, will be helpful in planning educational programs based on pupil needs and will be of value in measuring the outcomes of such programs. If the results are interpreted with caution, general estimates of the strengths and weaknesses in physical fitness can be obtained for individual pupils. The results can be used as a motivating device for the pupil, as a diagnostic aid for the teacher and as a source of objective information for the parent.

The Physical Fitness Test is an individual performance-type test composed of seven different items. In addition to a total physical fitness score, the test provides part scores indicating relative strengths and weaknesses in seven basic components of physical fitness. The test has purposely been designed so that six of the seven test items can be administered to pupils in squad groups or to half the class at one time with pupils alternating as performers and scorers. Separate norms in the form of achievement levels are provided for both the physical fitness score and the component scores for boys and girls in each of the grades 4 through 12.

The seven components measured to obtain a total physical fitness score together with the test item used to measure each component are:

1. *Posture* — evaluated by means of a *posture rating chart*
2. *Accuracy* — measured by means of a *target throw*
3. *Strength* — evaluated by *pull-ups* or *chinning* for boys in grades 7–12; by modified *pull-ups* for girls in these grades and by modified *push-ups* for boys and girls in grades 4–6
4. *Agility* — measured by a *sidestep*
5. *Speed* — measured by a *50-yard dash*
6. *Balance* — evaluated by means of *a squat stand* or *tip-up*
7. *Endurance* — measured by the *treadmill*

Proper use of this test implies full realization of its functions and limitations. It means using the test for the purposes for which it is intended and for proper interpretation of test scores. It means placing the test scores in their proper perspective as only one of the types of evaluative information in the total school appraisal program.

School district officials will be notified when the test materials become available.

Homemaking Programs Attract Many

ACCORDING TO THE 1956–57 ANNUAL REports of the homemaking program throughout the State received by the Bureau of Home Economics Education, State Education Department, approximately five thousand boys and girls at the 12th grade level are electing a one-half or one unit in homemaking 5, a course concerned with the preparation for successful family and community living. Students who have not had other opportunities to take homemaking in high school and generally are planning to go to college or enter the business world are finding this course helpful.

Many resource people from various community organizations and agencies interested in families and their needs have proved to be helpful and interesting to students: first, because boys and girls were given some guidance with some of their present concerns and secondly, because as future adult citizens of the community, they have become aware of community groups having some special interest in family members.

Some topics which seem to be a part of many of the homemaking 5 courses are: how personality grows, developing socially, maturing in family relationships, marriage means partnership, money management, planning leisure time.

Building Happy Homes is a bulletin designed to assist in planning homemaking courses in home and family living for 12th grade boys and girls. This may be purchased for 75 cents from the Finance Section, State Education Department, Albany 1. In the event that the homemaking department in your school does not have a copy of the bulletin, one may be received, free of charge, from the Bureau of Home Economics Education, State Education Department.

FHA Program for Citizenship

"Toward New Horizons," the motto of the Future Homemakers of America, was put into practice through the participation of approximately 1,400 junior and senior high school girls at 12 district meetings this fall. Themes of some of the programs, which were attended by advisers, chapter parents and students, were directed toward understanding of families around the world, buying problems of teen-agers, publicizing and interpreting programs.

Students, parents and their advisers are finding that meeting and planning with members of FHA in other communities in their district in relation to their common interests provide realistic experiences in democratic group procedures and widen horizons in ways of communicating with others in areas of special concern to teen-agers today.

Diocesan Institute

The school lunch unit, Bureau of Home Economics Education, was invited to interpret the school lunch and school milk programs to the elementary and secondary principals in the diocesan schools of eastern New York, at their Albany institute on October 17.

Inservice Aid to Homemaking Teachers

HOMEMAKING TEACHERS CAN TAKE ADvantage of time allocated by the school system to visit other schools for inservice aid by observing and discussing:

- Classes in home and family living for boys and girls at 9th and 12th grade levels
- Community committees for homemaking education in action
- Cooperative planning sessions of staff groups of three or four homemaking teachers
- Future Homemakers of America chapters in action
- Adult classes that focus on helping homemakers with current concerns
- Situations in which the guidance counselor and homemaking teacher have devised a workable plan for interpreting the high school homemaking program and home economics college opportunities to parents and students
- New and renovated homemaking centers that provide ample space and flexibility for a broad program

Administrators who wish to advise their teachers in relation to location of situations where some of the above practices may be observed can obtain information from the Bureau of Home Economics Education and staff members of the Home Economics Education Divisions of the State University Teachers Colleges nearest their school area.

FIRST WINNER of the Margaret E. Prentice Scholarship Award: Mrs. Helen Andrews of Eagle Bridge.

Receives New Scholarship

A highlight of the New York State School Food Service Association convention held in October was the awarding of the first Margaret E. Prentice Scholarship of $100 to Mrs. Helen Andrews, cook-manager at Hoosick Falls Central School. The scholarship will be used to obtain credited college courses in New York State to improve performance in her school lunch position.

Candidates receiving this scholarship must have at least a high school diploma, two years of successful experience in the school lunch program, membership in the New York State Food Service Association and residence in New York State.

Additional contributions to this fund will enable the association to make more than one award.

Food Service Meeting

A review of educational opportunities beyond high school and an analysis of the immediate need for expansion of higher education facilities in New York State were presented by Dr. Elbert K. Fretwell, Jr., Assistant Commissioner for Higher Education, at the sixth annual School Food Service Association Convention held in Utica, October 17–19. Other speakers included Dr. Marvin L. Rapp, associate dean of institutes and community colleges, State University of New York; Hal Bolin, food technologist, U. S. Department of Agriculture, and Mrs. Hilda L. Watson, education director, American Hotel Association, New York City.

Inservice Training

A section for all school lunch personnel was included in the annual district superintendents' conferences for the following counties: Delaware, Chenango, Herkimer, Otsego, Tompkins and Suffolk.

Approximately 40 school lunch county meetings in all areas of New York State are being scheduled to include a demonstration on varieties of ways to serve fish in the School Lunch Program.

Visitor from Pakistan

Helena Zapletalova, directress of health and physical education for girls in East Pakistan, recently visited the Division of Health, Physical Education and Recreation, State Education Department.

She was born and educated in Czechoslovakia and taught in the public schools there until World War II. During the war she worked for the government as an aide in the Office of Administrative Intelligence. She was forced to leave her native land and escaped to England. She said that her physical education, particularly gymnastics, saved her life on several occasions as she climbed from her apartment to safety and endured various hardships.

After working as a maid and waitress for several years in England, she learned the English language so well she was able to take the test for her present position. Previously only the Pakistan boys were permitted to participate in physical education activities, but because of the great interest among the girls for such activities she has now started a program for them.

Miss Zapletalova has been in the United States since last January visiting the schools throughout the country and was favorably impressed with the New York State program.

Department Staff Welcomes Visitors

TEACHERS, PRINCIPALS AND OTHER SCHOOL OFFICIALS WHO WISH TO VISIT the State Education Department members for consultation are always welcome at the State Education Building in Albany. The hours when the Department is in operation are from 8:30 a. m. to 5 p. m. daily *except Saturdays, Sundays and all holidays.*

To assure the visitor of prompt attention by the individual he or she would prefer to see, it is wise to make an appointment some time in advance of the date of the intended trip to Albany.

300 Industrial Arts Leaders Confer

THE 42D ANNUAL CONFERENCE ON VOCATIONAL and practical arts education in the State of New York was held October 9–12 in Syracuse under the auspices of the State Education Department.

Approximately 300 directors, supervisors, principals and heads of departments of registered private business schools and licensed private trade schools attended the conference at the Hotel Syracuse.

At the first general meeting Walter Crewson, Associate Commissioner for Elementary, Secondary and Adult Education, addressed the conference on "Vital Factors in Improving an Educational Program," and Paul A. Miller, superintendent of schools in Syracuse, addressed the final general session on Saturday morning on "A Superintendent's Experience with Implications for Industrial Education."

Dr. Joseph R. Strobel, Assistant Commissioner for Instructional Services (Vocational Education), and Frank P. Johnston, Director of the Division of Industrial Education, also participated.

The New York State Private Vocational Schools Association had its annual meeting on Friday evening as did the New York State Registered and Approved Private Business School Association.

Practical Nursing Training Expands

MORE PERSONS THAN EVER BEFORE, A record total of 1,206 men and women, received instruction and training in the Practical Nurse Program of the State last year.

Of the total, 1,008 participated in the basic preparatory programs and 327 completed all requirements for graduation. There were 622 enrolled in the Preparatory Adult Program with 243 graduates, and 386 students participated in the Preparatory Secondary School Program with 84 graduating.

During the past year New York City reported the largest total participation with 268 persons taking part in three different programs. In New York City 122 were enrolled in the Evening Extension Program, 76 in the Nurse Aide Program and 70 in the Preparatory School Program. While New York City did not offer a Preparatory Adult Program it was the only city in the State offering either an Evening Extension or a Nurse Aide Program.

Dr. Joseph R. Strobel, Assistant Commissioner for Instructional Services (Vocational Education), who supervises and administers the training program, reports that high industrial employment in the State has made it difficult to secure adult students in the total number necessary to alleviate the present shortage of trained practical nurses. As a result, communities

are now turning to high school training courses, although adult programs are being given preference if they can be fully maintained.

During the past year three cities opened new training programs and four new localities are starting training programs this year, Dr. Strobel reported.

New adult programs were inaugurated in both Buffalo and Geneva last year and Niagara Falls opened a course in student training in high school. Four new courses in secondary education are reported for this year in East Meadow, Huntington, Rockland County and Wayne County. It is significant, Dr. Strobel pointed out, that all the new 1957–58 programs are in rapidly growing suburban areas.

During the past year the State Legislature provided for enlarging the State Board of Examiners of Nurses from 9 to 15 members. There are now four practical nurse members of this board with full voting rights.

Cities reporting Preparatory Adult Programs last year were Binghamton, Buffalo, Geneva, Ithaca, Jamestown, Niagara Falls, Rochester, Syracuse and Utica.

Preparatory Secondary School Programs were held in Buffalo, New York City, Niagara Falls and Schenectady.

FHA Executive Committee

The Executive Committee of the Future Homemakers of America, consisting of 12 State officers and their teacher-advisers, met in Oneida November 15 and 16. Activities included committee work to make plans for the State FHA budget, 1958–59 program of work and a scholarship plan. Georgiana Marks, State adviser, and Elizabeth Starr, assistant State FHA adviser, served as coordinators of this meeting.

New Superintendents Named

The following new superintendents of schools appointed since the 1956–57 edition of *Handbook 24* have been reported:

Cities

Buffalo.....Joseph Manch
Geneva.....Melvin C. Livingston
Glens Falls.....Douglass B. Roberts
*Jamestown.....
Oswego.....Mark H. FitzGibbons
Poughkeepsie.....Edwin L. Hunger
Salamanca.....Donald H. Wing

Villages

Bronxville.....Louis H. Braun
Canastota.....James S. Svolos
Dansville.....Ward G. Legg
Depew.....Matthew Baranski
Elmira Heights.....Madison M. Hess
Fredonia.....Robert D. Helmer
Hamburg.....Harry H. Hatten
Huntington.....J. Taylor Finley
†Hyde Park.....Walter G. Clifford
Levittown.....Fred Ambellan
Ossining.....Charles M. Northrup
Solvay.....Robert J. Daly

* Position vacant. Superintendent to be appointed.
† New village superintendency.

Welcome to Kindergarten

"Through the Doorway of Kindergarten to School" is the title of a booklet prepared by staff members of the Niagara Falls school system and interested parents to inform parents about the purposes of the kindergarten program. It contains suggestions for preparing the child to enter school, describes the learning activities in which the child will be involved and the materials he will use, emphasizes the usefulness of parent-teacher conferences, parent organizations etc. and includes a list of good books and pamphlets about young children.

The Foundation Program in State Educational Policy

This is an appraisal by Professor Paul R. Mort of Columbia University of the development of State aid legislation and the major research studies relating to it. The document treats the evolution of the foundation program theory of State-local relations in education, the expenditure level in the foundation program theory, the crucial character of the level of the foundation program and the economic utility of State aid.

New York State Junior High School Survey Test in General Science — Manual of Directions

A description of the test and directions for administering it, scoring procedure and interpretation of test scores, and using test results are among the topics discussed in this guide. Details concerning the technical development of the test and tables of percentile equivalents are also included.

Recreation for the Elderly

The Adult Recreation Council, established by the 1956 Legislature and appointed by the Commissioner of Education, presents this bulletin to share with interested citizens its thinking about recreation as it applies to older people and the ways in which government and civic leaders can work together to enrich the lives of older people through recreation.

So You Are Starting a Nursery School

Designed to help those already engaged in nursery school education as well as those who may wish to start such an enterprise, this booklet was prepared by the Bureau of Child Development and Parent Education in answer to many inquiries received regarding nursery school organization and program. It deals with questions of teacher qualifications, space and housing facilities, equipment needs, finances, grouping of children, health protection and relationship between parents and the nursery school. A list of publications and of colleges and universities offering specialized training in the field of nursery school education is included.

Modern Language Handbook

This handbook provides an outline of background teaching materials which will enrich modern language study and make it more meaningful.

The general introductory section suggests teaching methods and materials designed to help the teacher go far beyond the routine mechanics of teaching French, Spanish, Italian and German.

The second section consists of four outlines that are written in the foreign languages to help teachers acquire a speech pattern for presenting ideas on cultural backgrounds in the foreign language. The outlines describe outstanding historic and geographic landmarks, customs and significant cultural contributions of the foreign nations.

Beautifully illustrated, the handbook offers, in addition, a resource list from which teachers and pupils can obtain a rich fund of audiovisual materials.

Needs and Facilities in Higher Education in New York State

A major publication relating to recent phases of study in higher education in the Department, this pamphlet projects for a 15-year period the probable demands of youth for higher education in New York State against available facilities planned by existent colleges. All higher education units offering undergraduate instruction were visited by staff interviewers during the spring of 1956. In June of that year, 50,000 graduating high school seniors provided detailed information related to their college plans. The publication contains the resulting data, on which the Board of Regents based its *Statement and Recommendations for Meeting the Needs of Higher Education in New York State* adopted December 21, 1956, and its later *Supplemental Statement* issued this year.

Organizing and Conducting Young Farmer Programs in New York

The purposes of this bulletin are to explain what the young farmer program is and to assist boards of education, principals, superintendents, directors of adult education, agricultural advisory boards and vocational agriculture teachers to develop such programs.

2 + 2 = ?

This publication presents the proceedings of the conference on two-year and four-year college relationships in New York State held on January 18, 1957, at which Department officials met with 200 representatives of 100 colleges for consideration of optimum articulation between the two types of institutions.

It contains a welcome to participants by Commissioner Allen, major addresses by Dr. Elbert K. Fretwell, Jr., Assistant Commissioner for Higher Education, and Lawrence L. Bethel, member of the President's Committee on Education Beyond the High School. Five discussion group reports are distilled in a summary and recommendations prepared by William C. Fels, then of Columbia University, now President of Bennington College.

Principal's Handbook on Examinations and Credentials

Prepared by the Bureau of Examinations and Testing, this booklet provides information on Regents examinations and other tests included in the school testing program as well as data on requirements for and types of diplomas and certificates issued by the State Education Department. Included is a detailed discussion of the State scholarship program.

Improving the Classroom Test

Constructing a good test is always a demanding task, challenging the best creative effort and professional judgment of the teacher. While this bulletin does not attempt to provide a magic formula for making test writing a painless procedure, it does try to help the teacher derive the full value from the classroom test as an important educational tool. Principles of good test construction are explained and illustrated, concrete examples of good and poor procedure are offered and a checklist is presented of the salient points to keep in mind when preparing a test.

The First "R" Reading

How children learn to read in the modern school system is the subject of this brief, illustrated, revised pamphlet prepared by the Bureau of Elementary Curriculum Development. The aims of the reading program and methods of instruction used are discussed to give parents and other interested individuals an idea of the progress made since the days of the New England Primer and the McGuffey Readers.

Recreation for Elderly

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Members of the council conducted the conferences and explained in detail how the eligible communities can secure financial assistance from the State in setting up proper programs. The law provides State aid to cities for approved programs on a matching basis, to the extent of 10 cents for every person over 60 years of age residing in the city, based on the 1950 Federal census.

The State Adult Recreation Council, appointed by the Commissioner of Education, consists of Theodore Charnas, New York City, chairman; Garson Meyer, Rochester; Mrs. Wayne M. Nelson, Syracuse; Ollie Randall, New York City, and R. J. Pulling, Chief of the Bureau of Adult Education, State Education Department, Albany.

During the current year nine New York cities have already initiated recreational programs for the aged for which State aid amounting to approximately $108,000 has been granted. These programs serve nearly 2,500 men and women over 60 years of age.

(Concluded from back cover)

never stop studying. "Education," he points out, "can run out-of-date. Witness the division of the atom, which most of us were taught couldn't be divided, and Korea, unknown to so many Americans until it became a battleground, and now sputnik, about which we all must learn many things." He believes that the adult education program is one effective way of helping to keep the population continuously and currently educated.

While busily engaged in expanding adult education in Schenectady, handling a parent education show on radio, creating a public affairs show for television, R. J. was called upon to serve as a consultant to the State Education Department and in 1947 was appointed Chief of the Department's Bureau of Adult Education.

Honored in a number of ways as a State and National leader in his field, he has served an internship with the Ford Foundation to study phases of adult education in this country, helped to establish offices of adult education in the State Education Departments of Colorado, Oklahoma and Minnesota, headed summer training workshops for adult educators at the Universities of Oklahoma and California, Michigan State and others, and was awarded an honorary LL. D. degree from Hartwick College for his achievements. He has been president of the National Association of Public School Adult Educators and served on the board of directors of that organization from its inception.

R. J. and his wife Marion (they were high school friends) live in Schenectady, where he relaxes from his professional work with home decorating projects, cabinetwork and gardening. He is especially happy with the trees he has cultivated, evergreens grown from seed and maples from slips, and claims, "You don't leave the love of the land when you leave the farm."

His daughter Nancy is in her second year at Michigan State and a son, Bruce, has just returned to civilian life after serving as a refueling pilot with the Air Force. Most recent base for Bruce and his wife was Lincoln, Neb., the birthplace a few months ago of their first child, Kyle Bruce. "The greatest thing to come out of the West since gold," according to his proud and beaming grandfather.

Having observed the phenomenal growth of adult education in recent years, R. J. is sure that the next 50 years will secure this program as a vital function of public education. Adult education designed to enrich the quality of personal living, improve the character of community life and stimulate the intelligent participation of men and women in the civic and public life of our free society, are among the areas of education which he is encouraging for the adults of the State.

The same sincere respect for learning which led R. J. to pursue so diligently his own educational career lends a special vigor to his leadership in this pioneer field of American education which is giving an increasing number of people the opportunity to respond to that magnetic "call of the school bell."

How Well Do You Know ——— ?

R. J. PULLING

One of a series of personality sketches of State Education Department staff members

REMEMBER THE MIDDLE ONE OF THE THREE PULLING BOYS? FAMILY HAD a farm outside of Harford and young R. J. certainly set himself a schedule when he was getting educated. Up before dawn to be on the job at the milk plant in town by 5 a. m. Left there every weekday on the 10 o'clock train for a 15-mile ride into Newark Valley to the high school. Then back by train at 5, out to peddle papers and finally home for the milking. Worked at the milk plant Saturdays, Sundays and summers, too. Thought he'd make a career out of that business, especially after he got his license as a milk tester. Know what he's doing now? Chief of the Bureau of Adult Education in the State Education Department. Know how it happened? Something like this.

Blackstone Studios

R. J. Pulling

It seems that when the school bell rang again the fall after his high school graduation, R. J. couldn't break the habit of catching that 10 a. m. for Newark Valley. Only this time he was attending what was called the training class to prepare for rural school teaching. After that he taught and was principal of grades 4–8 at Harford Mills for a couple of years, and then, having saved a little over $1,000, he determined to go to school again.

"Whitey" Pulling they called him at Colgate and, stretching his savings by waiting table, being "guinea pig" for sleep experiments in psychology and working in the college library, he earned his bachelor's degree and made Phi Beta Kappa.

He taught math and science at Scotia High School, was named elementary school principal there the following year and after eight years went to Schenectady where he was principal of two elementary schools. As a school administrator, R. J. spent much of his spare time working with parents in connection with school and community problems. He served as president of the YMCA board of directors, was active in the County Boy Scout Council, Community Chest, Rotary and Torch Clubs. All these experiences gave him an excellent background for understanding adult educational needs and desires and the result was an appointment as director of adult education for the Schenectady schools.

Meanwhile he had acquired an M. A. at State University College for Teachers at Albany and was . . . and is . . . convinced that adults should

(Concluded inside back cover)